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THE NEW GYMNASTICS.*

I. HISTORY OF GYMNASTICS.

LADIES AND GENTLEMEN: I design to occupy the few moments which have been assigned me on the present occasion, in attempting a brief sketch of the origin and historical vicissitudes of that beautiful art, the most modern development of which has been exhibited to you this evening.

The Art of Gymnastics yields the pre-eminence to none other as respects the question either of antiquity or of importance. It is the most ancient and the most necessary of arts, because it is the most natural. We begin gymnastics before we begin volition or consciousness. The cradle is the primitive gymnasium; and the mother's arms, and the toy-rattle, and the rounds of the nursery chairs are the apparatus, and the stretching and the sprawling of the babe beneath the quilts are but the expression of a great edict of nature, proclaiming the absolute necessity of physical exercise.

We find traces of gymnastic methods far back at the very dawn of history. The Mosaic records indicate a species of athletic practice among the Hebrews, and the Father of History mentions corresponding customs as subsisting in all the early Asiatic tribes. We are even told that long before the keel of the Spaniard vexed these western waters, the wild Indian boy sought to be mighty in battle with bow and spear, by first submitting to tasks which should develop his muscles and train his eye.

But, for the first regular cultivation of gymnastics upon systematic and scientific principles, we must go to ancient Greece—that wonder-

* VALEDICTORY ADDRESS, to the Class graduated March 18, 1863, at Dr. Dio Lewis's Normal Institute for Physical Education in Boston, by Moses C. Taylor, a member of the class.

working land of science and song. The brilliant people who occupied this little Peninsula—who are still the teachers of the world in philosophy, poetry, eloquence and art—attained, more than three thousand years ago, an excellence in physical culture, which continues to be, unto all other races, both an amazement and a rebuke. We discover from Homer that the Pentathlon, or five gymnastic games of Greece had been reduced to a system as early as the Trojan war; for it was celebrated, during that memorable siege, by Achilles and his athletes along the sandy beach of the Ægean sea. The gymnasium, first instituted at Sparta as a military school, was soon adopted at Athens, and by the beauty-loving genius of its citizens was at once transformed into a temple of the Graces and of the Muses. Henceforth gymnastics were honored throughout Greece as an art worthy of the earliest and the latest devotion of civilized man. It was recognized and sustained by the State. Solon introduced into his code a special series of laws for its protection. Soon every little city in the land had its gymnasium. The great historic sects in Grecian philosophy took their titles from the gymnasia where they were first expounded. The art became consecrated by every sentiment—religious, literary and domestic. Certain of the gods were regarded as the tutelary divinities of the gymnasium. The teachers of morals, who were the clergy of those ancient days, discoursed of attention to physical exercise as a distinct virtue: they termed it "the gymnastic virtue." Moreover, he who should excel in gymnastics, thereby won high personal distinction and the most honorable rewards of the State. Plato declared that no Republic could be perfect in which the gymnasium was neglected as an essential part of the national establishment; and both Plato and Aristotle made a course of physical training an essential condition of access to their schools. No statesman, no poet, no historian, no artist, no orator, was too dignified to attend the gymnasium and personally undertake its ritual. And finally that every sentiment might be touched which could possibly affect the popular devotion to this art, it was decreed in Sparta that no young woman should have permission to marry, until she had first demonstrated her proficiency in gymnastics. (Laughter and Applause.)

But, in the progress of time, the Greek civilization became swallowed up in the all-devouring maw of the Roman; and among the Grecian arts which re-appeared under the Emperors, was that of Gymnastics. The first gymnasium at Rome was built by Nero; Still the art never became naturalized and assimilated among the Roman people. It was a fair, unprosperous exotic; and after serving a temporary purpose in the hands of scholars and gentlemen, it subsided into the brutality of pugilism and

gladiatorship, and at last expired in the general wreck of the Imperial state.

For several centuries after the fall of Rome we find no traces of gymnastic culture. For then succeeded an epoch of dismal stupidity and superstition. It was the period of anchorites and ascetics and quibblers. It was the period in which the saints, who were exceedingly numerous and exceedingly unwashed, were ashamed that they had bodies, and maltreated them accordingly.

At last however, in the 9th and 10th centuries, Chivalry appeared on the earth—a serene and beautiful goddess, rising full armed from the froth of a sullen sea. And now one more, men thought of athletic power, and symmetry, and beauty of form, and graceful movements. The mediæval gymnastics, therefore, rose with Chivalry, and very naturally took their methods from the Chivalric spirit. Fencing, wrestling, vaulting, the sword exercise, knife-fighting, horsemanship, and the dance, now held the place in men's regard once occupied by the old Greek Pentathlon; and these forms of gymnastics revived the ancient credit of physical culture, and were accorded the universal devotion of princes, and noblemen, and poets, and artists. Dante, and De Vinci, and Albert Durer were among the renowned gymnasts of this period.

But again the pendulum oscilates upon its backward beat, and just as gymnastics had risen with the birth of chivalry, so gymnastics drooped as chivalry declined. The chief cause of this counter-revolution was the invention of gun-powder. We are often told that Cervantes laughed chivalry out of Europe. This however, is only partially true. It was gun-powder that slew chivalry, and Cervantes merely laughed Europe into the decency of burying its rotting corpse. When gun-powder, that new-born mystery of the chemic science, stalked forth upon the battlefield, and thundred out its tremendous accents, personal strength ceased to insure the victory, and therefore ceased to be the great object of cultivation.

Through the 16th, 17th and 18th centuries, our art may be regarded as almost extinct. The first note of resurrection was sounded by Rosseau, in his Emile; and the eloquent appeals of this impassioned writer excited the intellect and conscience of the world, and prepared the way for the enthusiastic revival of gymnastics which took place at the beginnig of the present century; the impulse of which, so far from subsiding as time passes on, seems to gather energy and volume with the flight of years. Ladies and gentlemen, may we not be permitted to hope that the art of gymnatics, at last bottomed on the appreciative judgment and enlightened moral sense of the race, may now have waked, to perish never!

And we thus reach a point in the history of our art which is of immediate and special interest to us all. For, at this time—the beginning of the present century—was originated that system of practice, which, for the past sixty years, has been commonly understood by the term, gymnastics. It is the system still maintained in our old fashioned gymnasiums—the system of beams, and bars, and ladders, and swings, and heavy weights; and the great movement which brought this method into use, defective as it now seems to us, was one of the most beneficent and glorious in the progress of civilization. Those four great men who were the principal causes of this movement, deserve to be held in everlasting honor. Their names are Jahn, Salzman, Gutsmuth and Ling.

This modern revival of gymnastics originated in Germany; but it soon spread into Denmark, France, Sweden and England; and thence some ripples from the mighty wave rolled across the Atlantic and washed these shores. Undoubtedly the introduction of gymnastics among us was a very slow and discouraging process. We had been a pioneer people; and our civilization half a century back, excepting a narrow strip along the Atlantic sea-board, had scarcely ripened sufficiently to require or even permit the use of artificial means of exercise. We had been busy with the task of hewing down these continental forests, and breaking up the soil, and cutting turnpikes, and building saw mills; and this business had furnished gymnastics enough for at least a few generations. Notwithstanding this, however, some attention was early given to the great movement for physical culture which was going forward in Europe. A few gymnasiums were built. A few teachers found employment; and from this slight and humble beginning, fifty years ago, through the devoted labors of an apostolic succession of able and heroic men, the cause of gymnastics has steadily gained ground among us, until now its importance is everywhere conceded; and America stands ready to-night to pay back to Europe her high-heaped debt of gratitude, and to give to Europe a better system of gymastics than she received from it. (Great applause.)

Ladies and gentlemen, I should be doing great injustice to my subject and to you, if I did not, here, in the presence of this audience, pronounce the names of those noble men, who have been instrumental, one after another, each in his own time and place, in advancing the cause of American gymnastics to its present height of prosperity. First of all are the names of Beck and Follen, well remembered, sir, in Boston. (Applause.) Then comes the great name of Horace Mann, (applause) not only well remembered in Boston, but cherised and honored by all who love truth and goodness in every part of America, as the great cham-

pion of our common-school system. (Long continued applause.) Next we meet the name of Professor C. E. Landon, an English gentleman residing in this country, a fine originator and teacher of the gymnastic methods, whose hesitancy to publish his valuable thoughts has been the only reason of his being less celebrated than some others. And next we approach the name of one whom I allude to here to-night with profound homage; certainly one of the coming men of this nation, the fighting scholar, preacher, statesman and philanthropist of Massachusetts, the classical athlete who at this very moment is putting his gymnastics to a most patriotic use in drilling and leading to battle, and we trust to victory, the first loyal regiment of South Carolina Volunteers; (applause) of course, I rrfer to the shining name of Thomas Wentworth Higginson. (Enthusiastic demonstrations in every part of the audience.) Next, garlanded with honor, and with honor richly deserved, is the name of Dr. Windship, of this city, (applause) the strongest man in all this world, the Boston edition of Hercules revised and condensed, (laughter and applause) who has already wrought his "twelve labors," having lifted, not only a ton of iron from the floor, but a great many tons of despair concerning muscular culture from the hearts of the people. (Applause.) And now last and greatest of all in this department of effort, I must refer to that man who has done more for this cause than all who have gone before him, whose influence, still at its incipient stage, is now going forth to mold and glorify the destinies of the American people, adding likewise an immense gift to the general store of the world's happiness and health, and whom we honor and bless, to-night, as the Founder of the New Gymnastics, (great applause) our Teacher, our kind and helpful Adviser, and our strong-hearted Friend! (Here the audience expressed their enthusiasm by rounds of applause continued several minutes, and by shouts for Dr. Lewis, who came forward and bowed to the audience.)

Curiosity.—Curiosity in children should *not* be checked. No matter how inquisitive or troublesome with questions a child may be, its curiosity only needs to be *directed*—to be turned into proper channels. Curiosity is a very large element in that insatiable thirst for knowledge that leads to vast results in scholarship. Cultivate and direct it. If your child asks foolish questions, show it how to become interested in something that will lead to sensible questions. A child largely endowed with curiosity, is a child of good promise.

Love is the shadow of the morning, which decreases as the day advances. Friendship is the shadow of the evening, which strengthens with the setting sun of life.

THE RETURN OF SUMMER.

Summer is here, I feel her breath
Upon my burning cheek and brow;
She brings her gifts of bloom and song;
We hear her in the murmur low
Of silvery streamlets flowing 'mong
Green hillocks, decked with fragrant flowers;
While songs of birds in leafy bowers
Are all proclaiming winter's death.

Summer is here, in all its bloom;
But joys that once with summer came,
Come not to cheer my lone heart now.
Summer is here, but not the same,
One voice is hushed, that soft and low
Once used to greet my listening ear;
That voice I never more shall hear;
'Tis silent now—hushed in the tomb.

When last the glorious summer smiled,
To glad our earth with beauty bright,
That voice was heard in joyous song,
That smile was of my heart the light.
But many a weary day and hour
Has passed, since on my ear it fell:
Those clear, calm tones murmuring, "farewell,"
Drowning my heart in anguish wild.

Summer is here; but soon 'twill be
Lost in the autumn's sombre gloom;
And summer beauties rich and gay,
With all that tells of life and bloom,
Will scattered lie along our way.
Too soon life's summer brief is o'er;
We go hence, to return no more—
Go hence, into Eternity.

Randall, May 14. ESTHER SHERWOOD.

SLANDER is more accumulative than a snowball. It is like a salad, which every one will season to his own taste or to the taste of those to whom he offers it.

AN UNWHIPPED SCHOOL BOY.

PART II.

On arriving at the school, Jim was let loose among the rest of the boys to play. He got into a game of marbles, but his antagonists soon perceived that he "cheated," and turned him out. He then took to the top, but the "fellows" found that he had brought into the area a great, long-pegged thing, that cut their little, handsome tops to pieces. No reader that has ever been a boy, need be told that this play consists in one top's being spun in a circle, while the rest are spun down at it—sometimes splitting the mark quite in two. Jim's top, with his accurate aim, split two or three, and the boys protested against such unequal chances. One of them said it was like the horse crying "every one for himself!" when he danced among the chickens. By and-by he was taken into a game of ball; but, in five minutes, a round stone instead of the ball, was flung with such violence at one of the small boys, as to knock him down and inflict upon him a severe contusion. Jim protested it was a mistake. Mr. Strap *reasoned* with him. He begged pardon and was forgiven.

The next morning the rope of "the swing" broke while a person who was swinging fell, to the imminent danger of his life. It was found that it had been *cut* two-thirds through. In the afternoon the pair of *globes* were scratched to pieces with a nail or a knife; and when the usher went to ring the bell for bed, that necessary instrument was no longer to be found. A chain of circumstantial evidence fixed these things on James Gosling. Mr. Strap took the boy into his private room.

"James."

"Sir."

"Did you scratch the globe?"

"No, sir."

"Do you give me your word of honor?"

"Yes, sir."

"Should you be willing to swear?"

"Yes, sir."

Mr. Strap then said:

"My son, to be candid, I do not believe you. I know you to be the author of these delinquencies."

James looked into the mild face of his instructor with astonishment.

"If you will confess the truth, I will forgive you. Are you guilty?"

"Yes, sir."

"I thought so. Now you have imagined yourself here, doubtless,

among enemies. I wish to show oou that you are not so. We are all your friends. If you do wrong, you do so against those who love you. Is that right?"

"No, sir."

"Well, then, I am willing to believe you have done these things from bad habits—from want of reflection—from ignorance of the character of the instructors. I pardon you. Go down among your companions. Be a better boy for the future. I shall never have have cause to complain of you again. Shall I?"

"No sir."

"Go, then, my dear child. Remember that the way to be happy is to be virtuous."

"Yes, sir."

"That if you intend to be respected in society, you must begin as a boy the honorable conduct which you mean to practice as a man. I could have punished you for the faults you have committed had I so pleased, but punishment makes the master and scholar enemies. I wish you for my friend. Here is a piece of plum cake for you. Go out, my dear boy. Do not forget that you have done wrong, and that you have been forgiven. Do you hear me?"

"Yes, sir," said Jim, with his mouth crammed full of cake.

"Go, then; remember I love you, and trust to your generosity that you will not hereafter infringe any of the rules. Good morning, my dear son."

"Good morning, sir," said Jim, putting into his mouth the last bit of his cake.

Two days after this occurrence one of the ushers found a pin very ingeniously placed in his chair, to the great derangement of his own ideas, and the undisguisable merriment of all the school when the discovery was proclaimed. The next day the cat was killed, a creature which had been much beloved and was universally lamented, and in the evening one of the little boys was frightened actually into fits by a ghost fourteen feet high, with the head of a pumpkin, and eyes as large as teacups.

The culprit was detected in James Gosling, and he was confined to a bread and water diet for threo days, which did not prevent several of the boys' stockings being filled before they rose in the morning, with prickly pears; and the usher, who slept in the room with the lads, on waking in the night, found his toes tied together by a long string communicating with the toes of six boys, who were also thus tied, the whole being linked together. Mr. Strap looked grave at this, and James Gosling might thank his stars that he was the inmate of an establishment where "they never whipped." He had to wear a fool's cap, two feet high, with a pair

of jackass's ears attached to the top; but one of the little boys near him being enable to repress his laughter, James gave him a blow on the eye which blinded him for a month. That very evening Mr. Strap's foot caught in a string laid across the top of the stairs in such a way as nearly to break his neck. He took James again into the closet, and talked to him an an hour. The arguments which he used would be quite too long for the limits of this article. Socrates could not have spoken more wisely. At the end he gave him another piece of cake, sent him into the school-room, with a kindness more than paternal. James was this time melted. He wiped his eyes and blew his nose, and Mr. Strap went on with his argument, till at length the worthy disciple of the new system felt assured of its success.

"He is mine!" said he to himself, with rather a benevolent smile. "He feels his error. He will do wrong no more. How much better thus to overcome errors with the brutish use of *this!*" and he regarded a small bamboo cane, which he usually carried with him in his walks.

The month had expired, and this was the day appointed for the visit of Mrs. Gosling. In the afternoon Mr. Strap went into his library where he had sent James on some errand. The boy not returning, he followed him. He had been detained by a curious attraction. A beautiful little canary bird, accustomed to fill the house with music, had been hanging in its cage against the wall; the repentant boy had taken it down, and plucked off all its feathers, and amusing himself by regarding its contortions and distress with a grin of delight. Mr. Strap forgot his system, but, obeying the honest and doubtless correct impulse of his soul, seized the young reprobate by the collar, and, having accidentally in hand his bamboo cane, gave him what people in the every-day world term a a regular *trouncing*. Mrs. Gosling entered while he was in the act. The naked canary bird revealed the story.

"I ought to apologize," said Mr. Strap, taking breath.

"For licking my Jim?" asked Mrs. G., surprised.

"No, madam, but for having ever been such a fool a fool as to suppose myself wiser than Solomon. I shall renounce *new systems*, and hereafter take the world *as it is!*"

And poor Jim, after his brief reprieve, received his daily portion as regularly as ever.—*Theodore S. Fay.*

It is the very worst sort of education to let a child be wavering between his will and your own, and to be incessantly disputing with him, which shall be master.—*Rousseau.*

THE VILLAGE PEDAGOGUE.

In yonder valley, in whose bosom rest,
  Throughout all seasons, many a fetid pool,
Where croaking frogs and slimy snakes infest,
  There stood, remote and lone, the village school:
By art deserted and by nature cursed,
Of all the spots the foulest and the worst,
Unfit for any human dwelling-place,
But good enough to drill the rising race.

Here, where the fathers, in the days of yore,
Imbibed, with youth's reluctance, all their lore,
Their children came, in the same fountain dipped,
By the same pedagogue were taught and whipped.

He was a rare instructor, and in truth
Conceived himself the only guide for youth
That all the village boasted. He began
In the same year the teacher and the man,
And for a term of fifty years, or more,
He drilled the children of the rich and poor.
For fifty years, with zeal that ne'er did tire,
He taught 'the young idea how to'—to fire:
And, as each generation round him grew,
Beat in their heads the little e'er they knew.

His views of government, though not his own,
Were based on force and fear, and these alone:
Kindness in discipline was out of season,
And quite absurd were all appeals to reason.
Children by nature were depraved and idle,
And needed, like a horse, a whip and bridle.
Some times they went too fast, some times too slow,
Some times refused a single step to go:
And what effect has kindness in such cases,
When children kick and play, and break their traces?
Kindness, forsooth! one might as well attempt
To calm a whirlwind with an argument,
To tame a hungry tiger with a kiss,
As look to kindness in a case like this!

And talk of reason! What can reason do
To make a child obedient and true,
When nature gave it such a stubborn will,

And filled its heart with principles of ill?
Reason, forsooth! Why, he must be a fool
Who thinks that reason e'er controlled a school!
Like other men who feel their cause is lacking,
And ne'er would suffer for a little backing,
To prove the soundness of his own suggestion,
He quoted scripture to decide the question;
Appealed to Solomon, who oft declared
The child was ruined if the rod was spared,
That he who, in his kindness, spared the rod
Perverted all the laws of man and God.
And who, of all that ever dwelt below,
Than mighty Solomon should better know?
Or where's the man, whoever he may be,
That ruled a larger family than he?

Smile not, nor ridicule the learned sage:
His doctrines were the doctrines of his age.
Had he removed, or changed his long-tried system,
The village public sorely would have missed him.
So long had they believed that education
Was the result of frequent flagellation,
That, had a man proposed to take this school
And govern it by any other rule
Than that of brutal force, they would have said
The man was either ignorant or mad.
What wonder, then, that, under such a plan,
The boy grew up to be a stupid man?
Or, if his brains were kept from a collapse,
It was in spite and not for want of raps.

Perhaps it may in some excite surprise
How such a man so long maintained his station.
'Twas not because of his abilities;
Nor yet of his superior education,
Nor yet because he laid his plans the deepest;
But 't was because he always taught the cheapest.
Let not the sage beneath your censure fall,—
He gave them what they paid for, that was all.

Thus, year by year, he beat, and banged, and basted,
And year by year his sands of life were wasted;
Until, one day, another teacher,—stronger,
Who taught another school, and taught it longer,
Oft styled by poets 'the great teacher, Death',
Gave him a blow that took away his breath.

Now that his rod is broke, his ferule rotten,
And he, beneath the sod, almost forgotten,
The school-house in a gravitating state,
The people have discovered,—rather late,—
Be other services whate'er they may,
Cheap school-houses and teachers never pay.

J. J. CLUTE, *in Three Rivers Reporter.*

LITTLE THINGS.

Character is a combination of impressions, and generally as are the impressions so is the character. It has been truly said that man is a bundle of habits. Habits, manners and character may be regarded as almost synonymous words.

Our common school teachers should more forcibly realize this fact. They should not only realize the fact that habits form the basis of character, but that the pupil is daily subject to numerous impressions, each of which contributes its share toward the confirmation of a specific habit, and this forms a constituent part of the man or woman, and is propitious or unpropitious in its effect upon that character.

There are numerous little items slighted in our common schools just because they *are little;* items which when aggregated determine the quality of the school and the future character of its pupils.

As among the so called unimportant items may be mentioned—1st. The position of the scholar while reciting ; 2d. The manner of going to and from recitation ; 3d. Illustration and original suggestions.

What should be the position of the scholor while reciting? Should he take an oblique position, leaning against the nearest wall, desk, or his neighbor pupil?

In my visitations I have found instances in which it would be extremely difficult to define the positions. They seemed neither to sit, stand nor lie down, but during a short recitation approximated the three positions. It is ludicrous yet painful to see a class of fifteen or twenty, go through a recitation under such ridiculous circumstances.

It is the general opinion of distinguished teachers that the pupil should stand to recite ; and this opinion is not to be construed as referring exclusively to students in academies and high schools, it applies with equal force to the common school.

I once heard a complaint as follows, made by a District officer, "I don't like our teacher at all, he tries to work too much academy into the school, he even goes so far as to require his scholars to get up to recite." [illegible] are still some Districts in which conservatism has become so chron[illegible]

the stand-up-to-recite system would be pronounced an intolerable innovation. And I fear all our *teachers* are not out of the woods in this respect.

Not long since I visited a school in which the stand-up-to-recite system was a stranger. I asked the teacher if she had never tried this system. She said she never had. I asked a large girl to rise and give her solution of a question in mental arithmetic. It was something new, she could not muster a sufficient amount of confidence to enable her to do it, but cried lustily for a full half hour. It was not her fault that she had not sufficient confidence, but the fault of her instructors.

The scholar should rise to recite because it is a mark of respect for the teacher. The scholar scholar sitting lazily on his seat while reciting certainly manifests indifference. He should rise to recite because it cultivates confidence which in after life is frequently extremely convenient. It is not uncommon for students going from our public schools into the academy to lose the first half term simply because when called upon to rise and recite (which is practiced almost invariably) before a class of twenty or thirty, they are frightened out of their wits. The cause of this embarrassment should have been removed in the common school.

The scholar should stand erect. The sort of compound or complex position that has been mentioned, will not do, better that the scholar remain on his seat. The erect position is more conducive to a perfect physical development. Then the hygienic laws demand of you to see that your scholars stand erect. Would you clothe your scholars in the charming attire of ease and gracefulness, see that they stand erect. The moral good of your scholars demands it, for morals and manners go hand in hand.

How should the scholar go to and from recitation? Observation has shown us that there are many ways and that some ways are better than others. "Class in Third Reader," shouts the teacher, to a class of ten or fifteen wide-awake boys and girls, and now follows a scene, which to be fully appreciated must be seen. A general rush is made for the recitation seat, perhaps half-a-dozen competitors for the seat at the "head." They reach the recitation seat *en masse*, here a general skirmish takes place, sundry kicks and cuffs are exchanged and not till the teacher has made several harsh threats, is order restored.

This style of coming to class is decidedly objectionable; its effect upon character can not but be deleterious. It begets rowdyism, rudeness, disrespect, disorder, and is demoralizing in its effect. The scholar should not be allowed to shuffle across the floor, making ten times the noise necessary, he should be taught to step lightly and move gracefully.

The members of each class should be numbered; after that there should be no interchanging of numbers. The member that receives No. 3 should

remain No. 3, through the term. There should be no "head" nor "foot" to the class. This will do away with all competition for position in class. The order for going to recitation may be as follows: The teacher calls No. 1. No. 1 starts and as he starts calls No. 2. No. 2 calls No. 3 and so on. The same order may be observed in going from recitation. The teacher should call on numbers to read, indiscriminately, by number. This will secure attention.

The teacher should illustrate. It is a lamentable fact that our school-houses are shamefully destitute of facilities for illustration. It is not to be expected that every District can purchase a costly apparatus. It is not necessary. There are but few Districts so poor that they cannot purchase at least a cheap terrestrial globe, and many are abundantly able to purchase a set of outline maps.

In conversation with district officers on this subject we are frequently silenced by the too truthful assertion: "Half the teachers would never use such things if we had them." Yes, this is too true. Our teachers are not *apt* to illustrate. They seem not to think that their scholars must deal with things rather than their abstractions, that they must see the application before they can fully comprehend. They tell the child the top of the map is north, right hand east, &c., without any attempt at illustration and application, and unless the child is more than ordinarily sagacious he will fail to see that it has any application to the sphere on wich he lives. In too many of our schools the scholars blunder through mathematical geography without a suggestion from the teacher and without catching one ray of light. Teachers, you may illustrate though you have no costly apparatus.

Substitute for a globe a round potato, for the sun a pumpkin, squash, or the head of a red haired boy. A very convenient set of blocks for illustrating the cube root, may be manufactured from a turnip or beet (although they are beet they can't be beat).

A class of which I once had charge became confused on theorem sixteen, book seven, Robinson's Geometry; by the aid of a frustum cut out of a large potato, I succeeded in making the demonstration clear.

Learn to resort to expedients: The blackboard should be used much more than it is for purposes of illustration. The eyes, ears, noses and fingers of scholars, books, cracks in the floor, holes in the walls and windows (I would not recommend that cracks and holes be made purposely for illustration). All these by the ingenious teacher are counted as apparatus. The more novel the illustration, the more thorough the impression.

This production treats of little things, and although it may itself be a little thing, the hints intended to be conveyed are significant.

B. A. B.

SPELLING LESSONS.

The majority of our spelling-books contain but a limited number of words. A large proportion of these are abstract terms, and not in common use. *Transubstantiation* and similar *sesquipedalia verba*, as Horace would call them, may with propriety be reserved for the pupil until somewhat prepared to understand their application. Now the object of the spelling-book is to to teach the child to spell; but it obviously can not, without swelling to a huge volume, embrace all the words which are desirable. They must, therefore, be sought elsewhere.

These sources are partly furnished by the different text-books. Take the grammar, arithmetic, geography, physiology, philosophy, or any of the studies, and assign as a spelling-exercise to the class the names peculiar to those sciences. Teachers who have not tried the experiment will discover many ingenious styles of orthography, even in pupils skillful in ordinary times. The proper names of geography and history, especially, should serve as a frequent drill to the class, as they are so often employed in the writing business of life. *Filadelfa* was the actual form in which the Quaker City appeared on the manuscript of a High School applicant.

Again: give different kinds of flowers, different diseases, different tools, names of domestic articles, animals, vegetables, trades, etc., as respective lessons to be studied by the class. Always announce such exercises the day previous, as dictionaries or other authorities may be needed in the preparation.

Where your pupils all take the same county or daily newspaper, many profitable drills may be given, involving the use of marine, mercantile, commercial, political, religious, military, and the varied names of modern civilization. At any rate, to test the accuracy of their spelling the newspaper is an excellent medium.

The Reader, through all its grades from the First to the Sixth, answers admirably as a Speller for all words of usual employment. The use of the Reader for this purpose has this advantage over the Speller: as the pupil spells the term, the sentence in which it is found occurs to his mind, thus suggesting the manner of its application; this knowledge can not, of course, be obtained from the isolated words of the Speller.

DIXON. W. W. D., *in Illinois Teacher.*

Hath a wise State any interest nearer her heart than the education of her youth?—*Berkley's Querist.*

KNOWLEDGE is the cause as well as the effect of good government.—*De Witt Clinton.*

TRUST.

The old proverb that says, "Trust thyself only and another shall not betray thee," "bears the very singe and scent of hell."

We believe it; and yet the business world, being without conscience, clings to it still; it is even practiced upon in the more private walks of social and domestic life; our children imbibe the spirit intuitively and are contaminated by it—indeed, they are taught it, and they soon learn to deceive and distrust their fellows.

This cannet be attended with other than direful results. The principle of trust is one of Heaven-born origin, and was implanted in the human breast to be developed by a broad and generous exercise—but how perverted. It is true that all men trust, but how few do it willingly. The child, indeed, does it in beautiful simplicity, before the cold-hearted and distrustful world teaches it to do otherwise.

May not the teacher, in view of this, discern an obligation incumbent upon himself, arising from his peculiar relation to the rising generation? The school-room is a microcosm; in it he sees illustrated the various phases of human character, and the different principles of moral and intellectual philosophy. If distrust or suspicion is inculcated, it yields its bitter fruits in after years.

Like produces like. Trust breeds trust. Let the teacher who is so misanthropic as to have no confidence in his pupils, pause and reflect. A mighty barrier of his own construction lies across his pathway to success. L. W. P.

Trempealeau County.

Mental Indigestion.—Make the pupil put what he hath learned into a hundred several forms, and accommodate it to so many several subjects, to see if he yet rightly comprehend it, and has made it his own. 'Tis a sign of crudity and indigestion, to throw up what we have eaten in the same condition it was swallowed down; the stomach has not performed its office, unless it hath altered the form and condition of what was committed to it to concoct.—*Montaigne.*

Verbal Statistics.—Professor Max Muller, in his admirable lectures on the Science of Language, tells us that out of the 50,000 words or so in the English tongue, it has been found that a rustic laborer uses only 300; a man of ordinary education, 3000 to 4000; and the great orator about 10,000. The Old Testament contains 5,642 different words; Milton about 8,000, and Shakspeare 15,000.

MORAL CULTURE IN COMMON SCHOOLS.

It is none the less true because it has been so often said, that the period of youth is the most appropriate for the improvement of the mind, and for laying the ground-word of future moral principles and habits. It is an undeniable fact, that the habits formed in early life, go into riper years; and though young people may give themselves but little concern about it, parents and teachers should bear in mind that the principles and habits should be right at the outset; yet this truth is to a great extent lost sight of by parents and teachers of the present day.

What considerate person can enter a school room, and not reflect with awe, that it is a place where immortal minds are training; that upon the impressions stamped upon the minds and hearts of these youthful attendants, depends not only their own future well-being, but that of the society in which they may in after years be called to move?

But instead of the youths of our land being subjected to a high state of moral culture at home, in our common schools, everywhere, how many there are who are permitted to spend their time in dissipation and folly; thereby stultifying all the noble qualities of their nature.

From whence arise the domestic and neighborhood broils which are so common in nearly every community? How is it to be accounted for, that in the most polished society, many who pride themselves on their superiority to the vulgar throng, are found deriving their highest gratification in witnessing a couple of boxers encountering each other like furious fiends? All these effects proceed from the absence of right moral prinples, and the narrow range of aspirations to which the intellectual powers are confined.

The man who is actuated by a high moral principle, looks down with contempt on these degrading pursuits and pastimes. His soul aspires to things more congenial to his rational and immortal nature. In the pursuit of these he enjoys a refined pleasure, which the smiles of the world cannot give nor its frowns destroy. The mind of man is formed for action as well as contemplation; hence there are interwoven in his moral nature, feelings and affections which have a reference alone to his improvement in virtue and manhood.

I wish that this truth might be impressed upon the heart of every boy in our land, making each to realize that even now he is weaving the mantle of his future manhood, and tracing his character in dim outline, to which future years shall only add the shadowing.—ALPHA, *in the Clark County Advocate.*

DESIRE to say things which no one ever said, makes some people say things which no one ought to say.

SPENCERIAN SYSTEM OF PENMANSHIP AND METHODS OF TEACHING.

BY JAMES W. LUSK.

Penmanship is a science as well as an art, and can be successfully taught only when based upon scientific principles. Because a few celebrated lawyers, poets, editors, &c., write so badly that their manuscript is almost undecipherable, some persons weakly imagine that a total neglect of form and comeliness in their writing will entitle them to a place among the geniuses of the land. Nothing could be farther from the fact. The greatest living American poet writes a hand so fair, neat, and graceful that many of our best teachers would be unable to rival it; and it is well known that among our more successful business men a plain rapid style of writing is regarded as absolutely indispensable. How often we notice in the daily papers advertisements for clerks, &c., directing that application be made "in the handwriting of the applicant." And all know that the *writing* decides the question; he who writes the fairest and best secures the desired situation, and thus frequently lays the foundation of his fortune and success in life. Do all our teachers realize the importance of cultivating penmanship in our schools? We fear not. In too many institutions writing is attended to at irregular intervals, sometimes not oftener than once in a week, and all the while the parents are wondering that their children make no greater progress. These things ought not so to be. Let teachers and school officers consider how much of the business of the world is carried on by the pen, how much time is lost, and how many mistakes are, made in consequence of poor and illegible writing.

Could the millions of fingers which are now constantly employed in noting and recording current events in the various departments of human industry have been disciplined in the correct forms of letters and the proper style of writing in early youth, much valuable time would be saved to the world. And one has no moral right to rob a correspondent of his time while he is deciphering some wretched hasty scrawl. That first appeal which is to the eye is always in favor of a fair, open manuscript, and the men and women of the future will always be able to produce this if we discharge our duty to the children of to-day. With these views we crave earnest attention to the practical suggestions which follow, the methods and analysis here given having been successfully tested in the school-room for several years past.

The teacher should see that every pupil is provided with good materials for writing, and that they are in proper condition for use before the lesson begins. The school should be classified; all in a certain grade

writing the same book and copy at the same time. Each copy ought to be written first upon a slip of *trial* paper, provided for the purpose, that prominent errors in FORM, COMBINATION, SPACING and SHADING may be corrected before writing in the book. After sufficient practice in this manner the teacher will designate the quantity to be written in the copy book, which should be executed with a view to the criticisms which shall have been made with the trial paper. As soon as the lesson in the book is completed the pupil will resume practice on the loose paper. By this method all the members of a class, rapid and slow writers, can be kept together writing the same copy. Of course the rapid writers will devote much time to the trial paper exercises, a kind of practice quite as useful as that upon books. The utility of this mode of procedure will be apparent to any one after faithful trial.

Explanations and corrections, accompanied by blackboard illustrations, should be frequently made by the teacher during the lesson, the strictest attention being required of every pupil.

In case the school cannot be conveniently classified as above suggested, the teacher can set apart one lesson each week for special drill upon the principles of the art, upon loose paper, by the whole school. By this means pupils can be taught the *science* of penmanship while practicing upon combinations of letters, words and systems.

The prominent, or leading features of a copy should be named and explained to the pupils before writing, and frequently during the lesson.

It is an excellent plan to *first trace the copy with a dry pen*. In this exercise, as in writing with ink, the teacher can prompt the movements of the hand by counting the motions in each principle, letter or word, the pupils keeping exact time with the counting. The *names* of the lines employed (oblique straight line, concave and convex curves) may be pronounced instead of numbers, if preferred; thus associating the *name* with the *form* of the object to be imitated. Many years practice with this method of exercise and drill has convinced me of its utility as a means for securing correct positions of the hand and pen, together with accurate knowledge of the movements required to form letters. Care should be taken to trace every part of the copy, and to concentrate attention upon the work. A little practice will make any one familiar with these methods. The teacher should be *quiet*, energetic and persevering in all his doings in this department of instruction. Repetition is necessary until all the pupils are able to perform correctly.

Nothing more effectually destroys the power of the teacher, either to instruct or control a class, than the habit of constantly talking; hence, all explanations should be clearly and briefly given. If an illustration upon the blackboard, accompanied by verbal instruction, can be plainly

made in ten seconds, it is better than to occupy the attention of the class longer.

TEACHING THE FORMS OF LETTERS.—After many years of careful study and trial of the various modes of teaching children the written alphabet, I am convinced thas the highest per cent. of excellent penmanship can be produced in a given period of time by first teaching these *principles*, (fixed forms) and then the letters, of which the principles are types. This synthetical plan of constructing letters educates the mind in perfect forms, and enables the learner to criticise, intelligently, the penmanship of others, as well as his own, and educates him in thorough analysis. The plan suggested in the following cuts will be found both convenient and practical, and, if it be properly followed, accompanied with good instruction, it will do more in three months to systematize the hand-writing of a school, than can be done in one year by the ordinary "initiative process."

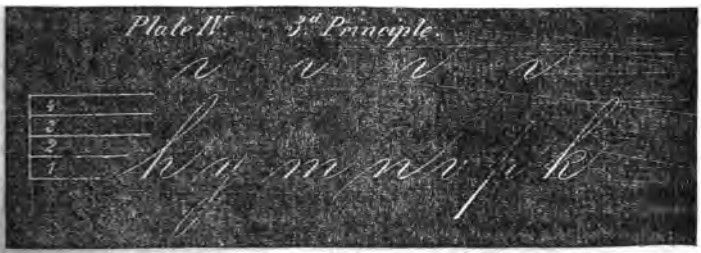
After the pupils have been instructed in relation to positions and penholding, the teacher can take position at the blackboard and chalk upon it the three ELEMENTARY LINES represented in the following Plate I. The elements should be compared with each other and the form of each clearly defined.

The pupils should practice upon the first ELEMENT until they can slant it properly, and make a stroke of equal thickness from top to bottom. Too much attention cannot be given to this element, as it governs the slant of all the small of the small letters, and constitutes the body of most of them. The first and second elementary lines joined at the bottom from the FIRST PRINCIPLE, represented in the following Plate II.

This PRINCIPLE is turned at the bottom as short as possible without stopping the motion of the pen. The concave curve prefixed and joined

at the top of the Principle, with a dot the length of the straight stroke above, from the *i*. This Principle unites with itself at the top in *u* and *w*. The *r* is formed with a curved shoulder prefixed to the top of the principle. The principle is twice its usual length in *t* and *d*. The initial curve unites with the principle at the middle in *t*, *e*, *c*. The *a* is finished with this principle. The special characteristic of each letter should be distinctly formed and correctly placed. The finish of *w*, the top of *r* and the character of *c* are made by similar movements of the pen.

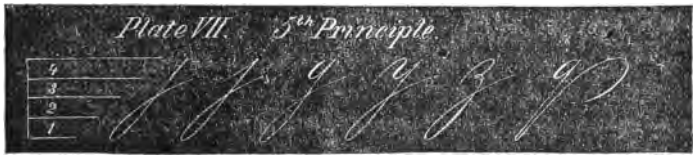
The Second Principle (Plate III) is formed of the convex curve (Third Element) and oblique straight line united at the top and turned as short as possible. Its application is plainly seen in *m*, *n*, *a* and *z*. This principle unites with itself at the bottom in *m*. The first and second principles unite at their middle in *x*, without raising the pen from the paper. To form *z* the inverted *l* is looped to the second principle on the ruled line.



The three elementary lines are united to form the Third principle, in Plate IV. The initial and terminating lines are equally curved and slanted. The principle is turned equally short at the top and bottom, and forms a prominent part of each of the letters on this plate, joining the second principle in *m* and *n*, and the fifth principle in *h* and *p* at the ruled line.

Plate V presents the FOURTH principle, (small *o*) which is one third as it is long. The tendency, with beginners, is to round this principle too much; to counteract which, the teacher can direct pupils to make the down stroke *nearly* or quite straight, tthus securing the proper form When this principle is applied in forming *a, d, g, q,* it is slanted about 10° more to the right than usual, that these letters may be gracefully and rapidly formed without taking the pen from the paper. It will be observed that the right side of each of these letters is curved the same as the *u*. The left side of the *o* may be slightly shaded in *a, g, q,* and in *d* when the finish is looped like *l*, as is usually the case in rapid writing.

The FIFTH PRINCIPLE (Plate VI,) is found in the *loop* ascending and descending, forming the long or looped letters above and below the line of writing. This principle is four times the length of *o*, and is looped two-thirds its length. The finishing dot of the *b* should lean toward the body stroke of the letter, and be near to it. Two errors are commonly made in trying to form this letter—first, by bending the long down stroke; second, by removing the finish, or characteristic, too far to the right. The finish of *k* is formed of the inverted *o*, shaped and slanted the same as in *g*, and the *first principle*. The slanting *o* and first principle may be joined by a small loop at the height of *i*.



The FIFTH PRINCIPLE) (Plate VII) inverted or descending, forms a part of *j, g, y, z* and long *s*. The *f* and *q* are looped or folded upon the

right of the body stroke, and the *s*, *g*, *y*, *j* upon the left, and two thirds the length of the principle. The long descending and up strokes of *g* are parallel two thirds the length of the letter.

The loops of the long *s* taper alike toward the middle of the letter. The *p* and *f* are both shaded below the line of writing, the lower loop of *f* tapering from the bottom to the middle of the letter, one half the height of *o* above the ruled line.

Great pains should be taken to secure uniformity in SLANT of the down strokes of the small letters.

SPACING should also receive due attention from the teacher in his blackboard illustrations. While, in the ordinary process of writing, it is impossible to space letters mathematically correct it is essential that such instruction be given as will enable the pupil to avoid those extreme violations of regularity often noticed in the efforts of untutored hands.

SHADING, as an element of beauty, must be acquired by practice and the cultivation of correct taste. In small letters shaded strokes may be about three times the strength of the hair lines, and in the capitals four times.

HONESTY IN EXAMINATIONS.

The following extract from a letter to the State Superintendent, from Mr. Morley, the Supt. of Sauk county, is worthy of attention:

"There is one feature that I introduced into my examinations this Spring about which or in the carrying out which I wish to ask your opinion: At the close of a two weeks' Institute which I held in the town of Ironton, this Spring, (which closed Saturday noon) my examinations were to commence the next Monday. I went to studying during this Saturday afternoon to see if I could do away with some of the evils connected with our examinations, and adopted the following programme: At the commencement of each examination I gave notice that I had four questions that each teacher would be required to answer at the close of the examination and before receiving a certificate; that they would be required to answer the first three in the negative, and that as some might

think they were rather hard, though they were not difficult, I would read them so that they could have them to be studying any leisure time they might get during the examination:

1st. Have you had any assistance in your examination?

2d. Have you solicited any assistance of any one?

3d. Have you assisted any one else?

4th. Has any one solicited aid of you, and if so, by whom was it done?

So far as I know this plan accomplished the object aimed at perfectly.

The teachers seemed to like it and very many of them told me that these four questions were the easiest ones that I had presented. When I adopted this plan I did not expect they would be answered by all satisfactorily but in this I was disappointed."

POWER OF CONSCIENCE.

An excellent teacher of much experience, and who unlike many others does not think that the most important part of her work consists in hearing the children read, and in keeping them still when not thus engaged, sends us a letter giving some account of her success in imparting moral instruction. We shall be pardoned we trust for printing a few lines:

"The real friends of education would be pleased to see our workings, and to watch the progress of development in mind and morals. I wish I were better qualified to instruct them. I see no reason why every one of them ought not to grow into true manhood and womanhood, and become useful lights in the Christian world. I am happy to inform you that the experiment of a daily oral exercise in Wayland's Abridged Moral Science, has proved highly interesting and profitable, and I wish that some friend of these children would arise outside of the school room, to *fix* the impressions which I believe have been made on their minds. I have done what I could since January last, to teach them systematically the principles of right action (of course I am not as efficient as I wish I were), and now, it seems to me that something is necessary to make them see that their hard labor and attention meets the approbation of good people. I wish this kind of instruction were not only recognized but demanded in every school, and made a necessity.

The other morning after school was opened, and a little time given for self-examination and reports, I was informed that several of my boys, with one or more who did not belong to my school, had been down to the railroad the night before and actually stolen some large spikes, but that every one who belonged to my school had carried his back, simply from the dictates of his own conscience, and when we talked about it, they said they knew they had been assisted by the exercise to which I have referred."

CIRCULAR TO COUNTY SUPERINTENDENTS.

DEAR SIR :—At the Convention of County Superintendents held at Janesville, July 29th, 1862, a committee was appointed to call another convention at some time during the present year, 1863.

The committee have fixed upon the time and place, and a convention similar to the one held last year will be held at Kenosha, commencing July 28, 1863, at 2 o'clock P. M.

By request of the officers of the State Teachers' Association, the discussions will occupy a portion of each of the sessions of the Association during Wednesday and Thursday, July 29 and 30.

The subjects for discussion are as follows :

1. What means can be adopted to secure the steady attendance at school of all children of proper school age?

2. How can examinations be conducted so as to make "ability to teach" or tact in teaching of equal weight with "learning" in determining the qualifications of an applicant for a Teachers' Certificate?

3. What end should Superintendents have in view in *visiting schools* and what means are best adapted to secure beneficial results from school visitation?

4. Permanent Certificates—the propriety of granting the same and the best means of examination for such certificates.

The afternoon of Tuesday will be occupied with the business of the Convention and discussion of matters pertaing to the special work of the Superintendent and the adoption of such measures as shall secure uniformity of work for the ensuing year.

It is hoped that, as at the meeting of last year, each Superintendent will come prepared upon one or more of the questions for discussion. Speakers will be limited to ten minutes each.

Superintendents will have extended to them all the privileges of the Association so far as return tickets are concerned.

The National Teachers' Association will meet in Chicago upon the 5th of August. This will afford Superintendents who may desire so to do an opportunity to attend both meetings.

Let all come, who can, freighted with the experience of the past year.

DAVID PARSONS,
B. L. DODGE, } Committee.

MADISON, June 26, 1863.

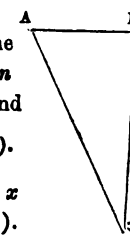
CHEERFULNESS arises half from personal goodness, half from a belief in the personal goodness of others.

MATHEMATICAL DEPARTMENT.

Solution of Problem 66.—x = tens, y = units; reducing tens to units, we have $10 \times x + y$ = the No. By condition of the question, we have, 1st equation, $x + y = 11$, and 2d equation, $10x + y + 27 = 10y + x$. Transposing and combining, in 2d equation, we have 3d equation, $9x - 9y = -27$. Dividing by the factor 9, we have 4th equation, $x - y = -3$. Taking 1st equation, $x + y = 11$, and 4th equation $x - y = -3$, eliminate x by subtraction, we have, $2y = 14$; from which, $y = \frac{14}{2} = 7$. Substituting for y its value in 1st equation, we have $x + 7 = 11$; transposing, $x + 11 - 7 = 4$, and substituting for x and y, their values in the equation, $10 \times x + y$ = No.; we have $10 \times 4 + 7$ = No., or 47 = the No.

Greenfield, Wis. MAY E. WRIGHT.

General Solution of Problem 67.—Having given the area of any regular polygon; to determine the length of each side. Draw CB at right angles to AB, and let C represent the center of the polygon, AB half the length of one side, n the number of sides, and m the area. Put $AB = x$, and $CB = y$; then $nxy = m$, or $xy = \frac{m}{n}$ . . . (1).



The angle $ACB = 360° \div 2n = 180° \div n$. Hence $y : x :: 1 : tan\,(180° \div n)$ $\therefore$ $x = y\,tan\,(180° \div n)$ (2).

From (1) and (2) we get $x = \sqrt{\frac{m}{n}\,tan\,(180° \div n)}$.

In problem 67 $n = 8$; hence $n = \sqrt{\frac{m}{8}\,tan\,22°\,30'}$.

When $n = 6$ we have, $x = \sqrt{\frac{m}{6}\,tan\,30°} = \sqrt{\frac{m}{6\sqrt{3}}}$

When $n = 4$ the polygon becomes a square and $x = \sqrt{\frac{m}{4}\,tan\,45°} = \frac{1}{2}\sqrt{m}$.

Again, when $n = 3$ the polygon becomes a triangle, in which case $x = \sqrt{\frac{m}{3}\,tan\,60°} = \sqrt{\frac{m\sqrt{3}}{3}}$.

L. CAMPBELL.

SUPERINTENDENT'S DEPARTMENT.

Below will be found the apportionment of the income of the School Fund to the several counties of the State for the present year. It is made on the basis of forty-four cents to the scholar upon the number of children reported last fall.

COUNTIES.	No. of Children.	Apportionment.
Adams,	2,462	$1,083 28
Ashland,	272	119 68
Buffalo,	1,330	585 20
Brown,	5,435	2,391 40
Calumet,	2,778	1,231 12
Chippewa,	793	348 92
Clark,	301	132 44
Columbia,	9,792	4,308 48
Crawford,	3,593	1,580 92
Dane,	17,799	7,831 56
Dodge,	16,884	7,428 96
Door,	904	397 76
Douglas,	104	45 32
Dunn,	833	366 52
Eau Claire,	1,035	455 40
Fond du Lac,	14,173	6,236 12
Grant,	12,391	5,452 04
Green,	8,065	3,548 60
Green Lake,	4,486	1,973 84
Iowa,	8,752	3,850 88
Jackson,	1,440	633 60
Jefferson,	12,702	5,588 88
Juneau,	3,754	1,651 76
Kenosha,	5,150	2,266 00
Kewauna,	2,020	888 80
La Crosse,	4,249	1,869 56
Extra for error of last year,	25	12 50
La Pointe,	133	58 52
La Fayette,	8,091	3,560 04
Manitowoc,	8,728	3,840 32
Marathon,	990	435 60
Marquette,	3,005	1,322 20
Milwaukee,	22,451	9,878 44
Extra for error of last year,	50	25 00
Monroe,	3,405	1,498 20
Ozaukee,	7,339	3,229 16
Oconto,	963	423 72
Outagamie,	3,982	1,752 08
Pierce,	1,536	675 84
Pepin,	800	352 00
Polk,	502	220 88
Portage,	2,585	1,137 40
Racine,	8,466	3,725 04
Richland,	4,488	1,974 72
Rock,	13,810	6,076 40
Sauk,	7,978	3,510 32
Saint Croix,	2,033	894 52
Sheboygan,	10,530	4,633 20
Shawanaw,	249	109 56
Trempealeau,	1,116	491 04
Vernon,	4,416	1,943 04
Walworth,	10,128	4,456 32
Washington,	10,355	4,556 20
Waukesha,	10,835	4,767 40
Waupaca,	3,689	1,623 16
Extra to correct error of last year,	22	11 00
Waushara,	3,758	1,653 52
Winnebago,	9,692	4,264 48
Wood,	765	336 60
Extra to correct error of last year,	20	10 00
	308,334	$135,666 96

The extra apportionment to La Crosse, Milwaukee, Waupaca and Wood counties is made to correct errors of last year and is on the basis of fifty cents per scholar, and amounts to $58 50, making the total apportionment $135,725.46.

The amount per scholar this year is six cents less than that of last year, but the legitimate income of the school fund exceeds the sum received in any year since 1860 ; the larger amount distributed last year resulting from the addition to the fund of over $32,000 which had been set aside for a Town School Library Fund, but which in accordance with an act of the Legislature was distributed last year.

BLANKS.

The blanks for making the annual reports have been sent to every county from which lists of Town Clerks have been received. Two blanks have have been sent to each Town Clerk, one to make his report to the County Superintendent, and the other to be filed in his office. *It is not intended that any Town Clerk shall report to this office,* the statement to that effect in last month's *Journal* having been inadvertently made. Particular attention is asked to the following question and answer, inquiries having frequently been made of this office in reference to the points embraced therein:

Ques. Can a Town Treasurer retain in his hands any portion of the school moneys received from the County Treasurer, as a per centage for receiving and paying out the same?

Ans. He cannot. The full amount received must be apportioned and paid out. And the Treasurer must present his account of expenses incurred and for services rendered, to the town board of Supervisors for allowance, and it must be paid out of the contingent funds of the Town.

J. L. PICKARD, *State Supt. Pub. Inst.*

PROFESSIONAL TRAINING OF TEACHERS.

The great want among us is reliable schools of easy access for the preparation of teachers. Even among teachers themselves, apathy in this respect is common, and among the people mere learning is supposed to qualify a young person for teaching, especially if the position he aspires to be in a "backwood school." Public opinion in this respect very much needs instruction, and until there is a strong and lively belief pervading the public mind that the teacher needs professional training as much as the doctor, lawyer or minister, it is idle to hope for any *marked* improvement in the profession.—*S. Lewis, Supt. Potter Co., Pa.*

EDITORIAL MISCELLANY.

WHAT IS THE BEST NORMAL COURSE?

MILTON, June 15, 1863.

Rev. J. B. PRADT—*Dear Sir*:—I have tried to get time to write out my views on the study of the Languages by Normal Students, but I have so many cares that I have not a chance to carefully express my opinions.

I should be pleased to see your views and suggestions on the subject published in the *Journal*.

I have been anxious for the Normal Regents to adopt a partial course of study, in the Latin, German, or French. The exclusion of these languages from our Normal course, has injured our students, in the point of scholarship, for the past three years. We can make the best teachers from a combination of their course and our Language course. Old and experienced teachers, who have spent many years in educating our public school teachers, whether in the east or west, tell me the same. I know that it was the intention of the originators of our Normal School system to incorporate a two years' study of the Languages in our course, and in the first or second course adopted, they were admitted.

Can you not convince our Board that it is for the interest of our schools to admit again these studies?

Yours very Truly,
W. C. WHITFORD.

Without making a direct and formal reply, we will venture a few words upon the general subject. That course which secures the best scholarship, is the best course of disciplinary study for the teacher, because the work of the teacher is to make scholars. We refer of course to the intellectual part of education. Two things must be obvious to those who have watched the development of American character during the past quarter of a century: A materialistic or utilitarian tendency, and a fondness for false glitter and outward show. This has been accompanied with corresponding tendencies in the matter of education. The popular cry has been for that which is practical—which it was supposed would help along the grand desideratum—the acquisition of wealth. Hence the great ado that has been made about "scientific courses" of study so called. While in the other direction, and referring principally to the education of girls, a profuse and tawdry decoration of the parlor finds its culmination in making them also mere "parlor ornaments."

This tendency has affected the general opinion, or at any rate the prevalent practice in regard to teachers' qualifications. Those who have engaged in study preparatory to teaching, finding classical training at a discount, have naturally been led to suppose that other acquisitions would be a better stock in trade. Hence our Academies and Seminaries with some honorable exceptions, have abounded in ologies and embroideries, with a smattering of French, and the jingling of pianos, while the immortal classics of antiquity have been in little request. The influence of these notions extends down through all grades of schools and teachers. With both arithmetic is more popular than grammar—and so on.

But we suppose there is no great difference of opinion among competent judges as to the value and importance of classical study. We do not recollect any writer of note just now who urges the superior claims of scientific studies on the

ground of discipline, except Herbert Spencer. But there are especial reasons why the teacher should be a student of language. It is the instrument with which he works; his means of communication with the pupil. And other things being equal, that teacher's success will be greatest and his influence most happy in moulding and furnishing the mental, moral and æsthetic nature of the pupil whose own mind has been best moulded and furnished by linguistic discipline and acquisition.

There is as little difference of opinion as to the value of Latin, compared at least with any modern language. Many pert and shallow things are said about studying our own language first. As well exhort the medical tyro to study medicine without studying physiology, or the surveyor to acquire his art, in ignorance of mathematics. None but a Shakespeare—and he is not altogether an exception—can understand English with a truly discriminating insight, or wield it with the power of a master, who does not know Latin. Non-classical students are not competent witnesses or judges in this case. Whatever may be said—and however truthfully—about Greek, Sanscrit, or Anglo-Saxon, a Latin course, for any one who would be really and in the best and highest sense a teacher of youth, is invaluable; we are not sure but we may say indispensable.

Some minds are indeed of so soft and porous a structure that like a coarse sand stone they seem incapable of any polish Others have a native vigor and refinement that shows itself, even without culture. But such persons always regret the loss or lack of the best advantages for culture. We have this moment had a pleasant call from a young gentleman who received his P. B. a year since from the State University. We were struck by the forcible terms in which, after another year's reflection, observation and comparison, he expressed his regret that he had not pursued the full classical course, as advised by the Professors, and it is with a feeling akin to disappointment that we notice that fifteen out of twenty-one—five out of seven—of the young men who have just completed their first college year at the University are marked "S" instead of "C." On the other hand it is with much pleasure that we see Latin earnestly recommended in the course of study marked out for the Normal Department of the University recently opened under Professor Allen. What is now recommended will in due time, we trust, be required.

It may be presumed, from the fact stated by our correspondent, that the intelligent gentlemen who compose or have formerly composed, the Normal Board, have fully weighed this subject, and that the course of study at present prescribed is not to be regarded as a fixed policy. Temporary concessions are sometimes made to popular prejudice. In a new state, the rude log cabin precedes the more convenient, durable and tasteful structure. If a proper and united representation were made to the Board, by the "Professors of Normal Instruction" who wish a change, we doubt not that in due time an arrangement would be made to give proper credit for a course in Latin or one of the Modern Languages, in place of some of the studies now embraced in the Normal Course.

NORMAL DEPARTMENT OF THE UNIVERSITY.

We are much gratified to see from the Catalogue that 111 pupils were in attendance during the first term just closed. This term may be regarded as an experimental one, and as such, was highly successful. With the college year will commence, in September, a regular course of study occupying three years. To those who may be properly prepared to graduate at the end of one or two years, opportunity will be given. We learn that the expenses for a term of 13 weeks do not exceed 40 dollars, or 120 dollars a year. This includes board, at two dollars a week, tuition, room-rent, and use of books.

Among other advantages, Mr. Spencer, a distinguished Professor of Penmanship, will form one of the corps of instruction next term. We have noticed Miss Moody (the Assistant) a little in the school-room, and the conclusion at which we arrived was that she possesses rare skill and tact as a teacher. The reputation of Prof. Allen, is pretty well known to our readers. We look for an attendance next term of 200 pupils.

SCHOOL COMMENCEMENT AT FOND DU LAC.

The First School Commencent for Fond du Lac county took place at Fond du Lac city, June 18, and was quite successful. Owing to a natural diffidence with many to take a part the first time, the county was not as widely represented as desired, but the exercises were highly creditable to those engaged, and appeared to give great satisfaction to all in attendance. The speakers and essayists represented the towns of Ripon, Waupun, Rosendale and Taychedah only, but a large gathering of teachers and pupils testified their interest in the occasion. An excellent Address from the State Superintendent, gave a fitting dignity and completeness to the whole. Senator Howe ably addressed a more miscellaneous audience in the evening.

Much credit is due to Hon. Mr. Root, the present county superintendent, for his earnest efforts to improve the condition of the schools and to awaken a more genrral interest in their behalf. A year hence, a second "Commencement" we doubt not may be held, that will indicate a bountiful return for the seed sown by the first.

THE COUNTY ASSOCIATION.

The Fond du Lac County Teachers's Association held a meeting on the day following the "Commencement," with an attendance as we judged of 125 members. In addition to other excercises, Mr. Pickard gave them the benefit of his labors, and that the meeting was spirited and profitable, was shown by the resolution passed to hold a two-weeks' Institute in October at Waupun.

We should not omit to say that Rev. E. H. Merrill, Principal of Brockway College, Ripon, gave an Address in the evening on "Manhood." The production abounded in terse and vigorous thought, and there was a general regret that its delivery was somewhat interrupted by alarms of fire. The pupils of this school by the way contributed very much to the success of the exercises of the preceding day.

THE MEETINGS AT KENOSHA AND CHICAGO.

We learn that the programme for the joint meeting of the State Teachers Association and the convention of County Superintendents so far as arranged, will be as given on the next page. The incompleteness of the programme is occasioned we believe by an effort to secure the services of several distinguished gentlemen who will attend the National Convention at Chicago, on the week following that of our own meeting. Besides those gentlemen named in the programme, it is confidently expected that J. D. Philbrick, Supt. of Schools in Boston, and President of the National Association, will occupy an evening. Other vacancies will be ably filled. We have indicated the subjects for discussion selected by the Committee of County Superintendents, and announced in their Circular, on p. 25. The subjects may not be called up in the order we have copied them.

The meeting promises to be one of the most profitable and practical of any yet held. A large attendance we think may be expected. Lady members will entertained free. The usual rail-road facilities (free return tickets) have been promised it seems by most of the roads. The others will we presume grant the same privilege. We hope the time may be extended so as to enable those who wish, to attend the meeting at Chicago before they return. All that can be done will be done doubtless by the President and Secretary, Messrs. Peabody and Lockwood, and Mr. Stone of Kenosha, and some further announcement may be looked for we suppose in the leading papers.

☞ Our readers must not fail to notice that the time is changed, from the 21st to the 28th of July, so as to connect our meeting with that at Chicago.

PENMAMSHIP.

Our readers who are deficient in this art, and more especially teachers, may derive much benefit from a careful study of the series of articles commenced in this number by Mr. Lusk, Associate Author of the Spencerian Series of Copy Books, published by Ivison Phinney & Co.

BELLS.—See Mr. Stoner's new Advertisement.

SUBSCRIPTIONS TO THE JOURNAL.

We omit our acknowledgments this month to make room for other matter, but all our friends who have sent in their subscriptions, may regard the receipt of thv *Journal* as an indication that we have received the money. We have printed 1000 copies for subscribers, more under the impression that this proportion at least of our teachers (one out or five or six) ought to be subscribers, than the confident belief that so many will become so. With a little help in each county however, this number can easily be obtained. Several counties have already done more than this. We shall duly acknowledge the aid of several County Superintendents and Teachers in extending our circulation, next month.

OMITTED—Book Table and notices of the Commencements, till next month.

THE

Wisconsin Journal of Education.

VOL. VIII. AUGUST, 1863. NO. 2.

THE NEW GYMNASTICS.*

CONCLUDED FROM THE JULY NO.

The New Gymnastics are the latest and most advanced stage to which the art has yet attained, anywhere in the world. I do not say that they are finality. I do not affirm that no further progress, in this direction, can or will be made. But after a diligent practice of this system, in my own case, for nearly five months, and after a patient examination of the methods of gymnastic culture in all ages of the world, I do assert that The New Gymnastics absolutely transcend all other systems of the kind whether ancient, mediæval or modern. What the future may bring forth no man can predict. I rejoice that the present has achieved so immense a gain upon the past. And that I may now bring to a fitting conclusion this outline of the history of gymnastics, suffer me barely to indicate the leading items of contrast between the new system and those which have preceded it.

1. And, first of all, The New Gymnastics are an entertainment, an elaborate game of mental diversion, an exhaustless fountain of fascination and sport. To me this seems the very highest praise which could be given to any otherwise sound system of physical culture, that its disciples should really enjoy it, should be eager for it as for a dance or a game of ball, should long for the hour of practice to arrive, should do what some of our own number have done—waken in the night and sigh for the morning that they might get to the gymnasium again. (Applause.)

* VALEDICTORY ADDRESS, to the Class graduated March 18, 1863, at Dr. Dio Lewis's Normal Institute for Physical Education in Boston, by Moses C. Taylor, a member of the class.

For remember how finely Higginson has insisted upon the mission of the "play-impulse" in our exercise, quoting Schiller's assertion that this impulse is the foundation of all art. And from my own experience I must bring this heavy charge against the old gymnastics, that they fail to furnish just this element of exhilarating and continuous interest, except in the case of those who already have a large flow of animal spirits, and already have attained large gymnastic skill; and even then, the interest they excite is of a very tame and inferior kind. And the practical bearing of this fact is obvious. In that wearied condition of the nervous and muscular energy, which results from daily and close application to business and to books, when, even in the case of young persons, the ancient poetic description of old age seemed forestalled, and to the jaded man or woman even "the grasshopper is a burden," the old gymnastics are simply a penance and a drudgery. Unless gymnastics can be made positively attractive, the truth will be through all the future, as it has been through so much of the past, that they who most need physical exercise, will most omit to take it. For my part I am thankful that I can now meet the student, or the counting-room clerk, or the teacher, at the close of his day's toil—all fagged and depressed as he is—and that instead of exhorting him to a piece of dull, heavy, reluctant taskwork with bars, and weights, and wooden horses, I can invite him to an hour of downright and glorious old Saxon fun; I can welcome him to a bright hall, filled with ladies and gentlemen dressed in picturesque costume, with strains of music floating in the air, all the participants wrapt in a kind of visible symphony of graceful movement, and where I may be perfectly certain that within the space of five moments the subtile threads of fascination shall magnetize him, weary as he is, into the freshest and quickest movements, as by the charm of some strange intoxication. (Great applause). I think Dr. Lewis has discovered "the philospher's stone"—the fond quest of so many ages; for if the new system does not turn heaps of lead into gold, as some of us who design entering it as a profession may possibly imagine, it does turn physical exercise into a joy—which is far better!

2. The New Gymnastics induce a *harmonious* and *symmetrical* development of the muscles of the whole body, while notoriously a result just the opposite commonly attends the old methods.

3. The New Gymnastics are a means of almost indefinite *flexibility*, instead of generating that rigid, unpliant condition of the joints and muscles which results from the gymnastics of heavy weights and of muscular action prolonged in straight lines.

4. The New Gymnastics are adapted to every condition of age or health and to both sexes alike, and are spontaneously graduated to the

exact strength of each capacity : and they stoop with most benignant appreciation to the weakness of the invalid. Nothing severer can be said of the old gymnastics than that they benefit those who least need their assistance : and pracically exclude those who are in greatest need of it, namely the old, and the very young, and the delicate of all ages and both sexes. They seem to reverse the New Testament idea. They are a physician unto those who are well—and not unto the sick; they come to seek and to save, not those who are lost, but those who are already found ; they are a gospel unto those who, physiologically, are not fallen from their first estate.

5. The new system is a *portable* one. Dr. Lewis has disenthralled us forever from dependence on a special gymnastic building, with its ponderous, complicated and costly apparatus. The old idea of a gymnasium is of something very formidable both in size and expensiveness ; and when a man went from his home upon a journey he was obliged to leave his gymnasium behind him as he did his meeting-house or his store. But under this new dispensation of privilege, I can buy my gymnasium for a few shillings. I can carry my gymnasium around with me I can almost put it into my pocket. Certainly I can put it into my traveling bag; and can set it up in the parlor, or the school-room, or in the hotel chamber. The immense advantage of this feature is too plain to require discussion.

6. I shall detain you to mention but one item farther :—the moral influence of the new system is refining. Under the old system it is impossible that the sexes should ever, to any great extent, be mingled for gymnastic culture ; and we all know that when lads or young men practice exercises by themselves, all the coarse, combative and destructive qualities of their natures are evolved without restraint ; and the results, in many instances, are what might have been anticipated—roughness, vulgarity, pugnacity, rowdyism. It is undoubtedly in part from this circumstance that, in most minds to-day, the very word gymnast is almost synonymous with that of pugilist and plug-ugly. Had the world enjoyed through the past hundred years a *social* system of gymnastics ; had this noble art been incorporated into the very texture of society as one of its most beautiful and most permanent factors, instead of having been thrust aside as a separate and nude profession, such a significance would never have degraded this venerable world. It is fundamental to the new gymnastics that the sexes be mingled for athletic practice ; and the beautiful influence of woman's presence always imparts to the exercise a purifying and elevating spirit. And therefore the last word of praise I utter for the New Gymnastics is also its crown of glory :—The New Gymnasium is to be through all the future, a Temple, not only of Health, but of

Courtesy, and Purity, and Generosity, and Manly Grace! (Applause).

And now, Classmates, I turn, for a single moment, from the great audience to you. Ten weeks ago, gathered by one attracting thought, from every section of the Northern States, we met in yonder gymnastic hall a company of strangers. To-night, we are strangers to each other no more. All these weeks of intimate association in a common and pleasing pursuit have bound our hearts together; and it is inevitable that this separation should be to us all a very sad one. But I must not indulge in further expressions of a character, to intensify the sadness with which, I perceive. your hearts are already charged. Therefore in the name of each, I pronounce to each, that simple, expressive, tender, heartful word —*good bye!* And, classmates, let us go forth into the New Profession with high courage. Let us bear us with a lofty ideal of the dignity and the sacredness of our vocation. Let us endeavor to make the ancient name of gymnast—once so exalted in classic times—now again an honored symbol, infinitely removed from all coarseness, brutality and imposture. Let us be sensitive and jealous for our profession. Let us magnify our office and make it honorable—ever remembering that inspired and inspiring sentence of Cicero: "By no other way can men approach so near to the gods as by conferring health upon men." (Applause).

RELAXATION IN THE EDUCATION OF CHILDREN.

It is only to a limited extent that the education of children can be advantageously combined with bodily labor. Even in the case of grown-up persons, some intervals of leisure are necessary to keep the mind in a healthful and vigorous state. It is when thus relieved from the state of tension belonging to to actual study that boys and girls, as well as men and women, acquire the habit of thought and reflection, and of forming their own conclusions, independently of what they are taught, and the authority of others. In younger persons, it is not the mind only that suffers from too large a demand being made on it for the purposes of study. Relaxation and cheerful occupation are essential to the proper development of the corporeal structure and faculties; and the want of them operates like an unwholesome atmosphere, or defective nourishment, in producing the lasting evils of defective health and a stunted growth, with all the secondary evils to which they lead.—*Dr. Brodie.*

A SKILLFUL teacher can usually supply employment to his pupils, so that there will be rare occasion for those two very little, but to children very irritating words, "must not."

SAMUEL JOHNSON'S OPINION OF HIS OWN EDUCATION.

Johnson began to learn Latin with Mr. Hawkins, usher, or undermaster of Litchfield school, "A man (said he) very skillful in his little way." With him he continued two years, and then rose to be under the care of Mr. Hunter, the head-master, who, according to his account, "was very severe, and wrong-headedly severe. He used (said he) to beat us unmercifully; and he did not distinguish between ignorance and negligence; for he would beat a boy equally for not knowing a thing as for neglecting to know it. He would ask a boy a question, and if he did not answer him he would beat him, without considering whether he had an opportunity of knowing how to answer it; for instance, he would call upon a boy and ask him in Latin for a candlestick, which the boy could not expect to be asked. Now, sir, if a boy could answer every question there would be no need of a master to teach him."

Johnson, however, was very sensible how much he owed Mr. Hunter. Mr. Langton one day asked him how he acquired so accurate a knowledge of Latin, in which he was thought not to be exceeded by any man of his time. He said: "My master whipped me very well. Without that sir, I should have done nothing." He also told Mr. Langton that while Hunter was flogging his boys unmercifully he used to say, "And this I do to save you from the gallows." Johnson upon all occasions expressed his approbation of enforcing instruction by means of the rod. "I would rather have the rod the general terror of all, to make them learn, than tell a child, if you do thus, or thus, you will be more esteemed than your brothers or sisters. The rod produces an effect that terminates in itself. A child is afraid of being whipped, and gets his task, and there's an end on't; whereas, by exciting emulation and comparisons of superiority, you lay the foundation of lasting mischief; you make brothers and sisters hate each other."—*Barnard's Journal of Education.*

THE EDUCATOR VERSUS THE TEACHER.

The educator deals with latent powers. The teacher puts in a given task.

The educator considers, the worse the material, the greater the skill in working it. The teacher does his task, and charges the material with the result.

The educator knows his subject to be infinite, and is always learning himself to put old things in a new form. The teacher thinks he knows his subject, and that the pupil ought to know it too.

The educator loves his work, and every day finds fresh reasons to love it. The teacher goes through his work, and finds it more irksome every day.

The educator thinks nothing done till the food he gives his pupils is digested and more craved for. The teacher thinks every thing done when he has poured out something before them.

The educator encourages. The teacher punishes.

The educator has faith in great principles. The teacher is the slave of little vexations.

The educator is a boy amongst boys in heart; in judgment a man. The teacher has the hardness of a man, with the want of the thought of a boy.

The educator meets the young on their own ground, and from their own point of view. The teacher stands above them and makes laws.

The educator in punishing, considers what is best, not what is deserved. The teacher applies a fixed penalty.

The educator deals in exhortation and hope. The teacher in truisms and lamentation.

The educator is animated by a high and true ideal, toward which he is ever working; to which he is ever finding some response, even in apparent failures. The teacher's ideal is a shallow dream of selfish success, the non-realization of which leaves him apathetic and querulous in his work, skeptical of goodness, hardened in his own opinions, and closed against improvement.

The educator, as he believes in his principles and rules, earnestly strives to be the best example of them himself.

Unpunctuality makes authority grating.

Little changes make authority contemptible.

Little interferences make it hateful.—*English Newspaper.*

THE true teacher, forgetful of self, keeps the great work of education continually before the minds of his pupils; so quietly, with so little parade, does he aid his pupils to overcome their difficulties, that they are scarcely conscious of receiving any assistance. They are only conscious of victory, of growth, of progress.

THE grand requisite for governing a school, is the power of discerning just when and how far there exists a call for the exercise of authority and discipline, and the rare tact of applying it in the best manner, so far as is needed, *and no farther.*

TEACHERS' MEETINGS AND INSTITUTES.

BY DILLWYN.

I have attended several assemblies of teachers in this state, and some in three other states, from which I have learned something of their advantages, and some of the causes that defeat their pupose. I therefore now offer some of my thoughts and suggestions about them for the benefit of those who may be concerned in getting up and conducting them ; and I do it with the hope of calling out in word and deed something from persons wiser than myself.

A Teachers' Association is an organization for mutual improvement by stated meetings, at which addresses are delivered, reports on specific or voluntary subjects are presented, questions are debated, &c. The substance of the reports and addresses also makes matter for discussion. A Teachers' Institute is a model school, held one or more weeks, and conducted by County Superintendents or some prominent educators, in which the exercises are drillings and recitations, such as should be had in a well regulated school, together with lectures and whatever else may be a source of benefit to teachers. And all of which is intended likewise to operate on the patrons of schools and interest them so as enlist their energies, show them what the teachers position is, and how much the success of oducation depends on them. So far as a teachers' meeting accomplishes these objects it may be regarded as a good thing ; otherwise it is only a loss of time and labor.

Prominent among the things that spoil teachers' meetings, and set the public against them are them are the following : 1. Lack of professional courtesy and sociability among teachers ; too many of them feel exalted by the position that they occupy, and have no sympathy with those who are similarly employed ; they do not think that their knowledge is something of which the more they impart to others, the more they gain. 2. Long, dull and prosy addresses—not appropriate for the occasion. 3. Performances calculated to display the skill and attainments of the performers more than anything else. 4. Persons attending to take some of the honors without doing any thing for the benefit of the meetings to pay for them. 5. Want of judgment and interest in those have the most influence. 6. Not having suitable instructors and speakers engaged, and a programme of business made out in time. 7. Teachers whose standard is "giving satisfaction," and whose craft and policy consist mainly in conciliating their patrons and being popular with them, are afraid of institutes and associations. I have known the interest of a state convention to be much hindered by the teachers and citizens of the city where it was held taking but little interest in it. And I have known another

instance, in which a long Address was presented that was styled by a newspaper correspondent "a stilted mass of sublimated nonsense—a wilderness of cant—the essence of feebleness, inanity and ineptitude." And the editor of the Educational Journal used the circumstance as a warning to "be careful in regard to what we read before our State Teachers' Association."

State Associations are usually held once a year; County Associations twice or thrice a year; and Town or neighboring Associations, as often as enough teachers can be brought together. There should be a Normal Institute of two weeks or more held in every county each year; and it should be under the direction of the County Superintendent, who should have the necessary assistance. Every county should have a Teachers' Association. Of this the Superintendent should be president ex-officio, The constitution and by-laws of it should be concise and directly to the object. Expense should be avoided as much as possible; there need be but little except for the use of a hall, and perhaps the traveling expenses of lecturers. And provision for it all should be made with the arrangements for the meeting. Often there will be enough of talent and wisdom among the teachers and friends of education in the county to make a rich and profitable entertainment, and which can be obtained without pecuniary cost. Let such talent as is there be called out and employed, and this will invite persons of abler parts to honor the place with their assistance.

The design of these assemblies, institutes and associations, is general improvement among teachers, to encourage each other, to elevate their profession, and to awaken school boards and all who have children to be educated to a full understatanding of their duties and responsibilities. The last named will be accomplished mainly by lectures. These several objects are in many particulars intimately blended, and in others, distinct from each other. If an institute or any teachers' meeting be rightly conducted by competent and judicious persons it will have such a benign influence on the place where held that the citizens can well afford to give the teachers a gratuitous entertainment during the term. To this end the lectures should be pertinent and embrace appropriate subjects; and everybody should be invited to attend and hear the exercises. Out of the meetings all should be sociable and friendly with each other and towards the citizens; and their conversation should all be on dignified and edifying topics. Each one should make acquaintance with all of the rest; and should watch for, and make use of every opportunity for profitable discourse. Thus each one will become both a learner and an instructor. And every one should know and feel that it is not the meeting that honors the man, but he who there acts well some good part, does honor to the meeting and himself likewise.

To make preparations for an institute, I quote the following advice from an educational journal: "See to it that you have selected a competent corps of instructors; and that the teachers in your various localities are fairly aroused. Spare no exertions to get a good attendance at your meetings. There is everything in the sympathy of numbers. Procure good lecturers for your evening entertainments. Much may be accomplished in this way towards getting up an interest among the people for the cause in which you are engaged. And unless their sympathies are with the teacher, his task will be a hard one indeed. It should be his first aim, therefore, to enlist them on his side. We know of no more effectual way of doing this then by calling them together to listen to addresses from live men, who have their hearts in their work."

It is well to have a programme of the exercises of each day and evening made beforehand and copies of it presented to every person in attendance. Instructors in each branch, and speakers for each evening should be appointed before the commencement. In an institute the daily exercises should be scientific drillings and recitations; in the evening the public address may be preceded by a short discussion, reading essays or making brief remarks. In an association the exercises may be in part, reports on educational or scientific topics, and discussions on their merits, and debates on questions pertaining to school policy. At each meeting persons should be appointed to report on specific or voluntary subjects at the next. The evening exercises should be the same as those in an institute. For each recitation a class may be made up by draft from the roll of names. There should be a roll call at the opening in the morning with responses by repeating verses of scripture, and again at the afternnon, opening by giving scientific or historical facts, and in the evening, by moral sentiments. One or two critics may be appointed to report grammatical errors; and a query box, to be passed around at proper times and receive questions of a miscellaneous character will make some sensible amusement. Impromptu exercises may also be as useful and entertaining as any, and opportunities for them should be given. A sociable or teachers' festival is a good thing for the close.

Everything that will produce discord or ill-feeling, even among the most sensitive, must be kept aloof. A small thing of this kind may spoil a good meeting and among many people raise insuperable objections to all such assemblies. And small things of a different character will be like acts of politeness, and will greatly enhance the pleasure and advantages of the meeting. At such places disturbances may be generated easier than they can be settled, and ill-timed surmises will be very liable to make them. But let every thing that will contribute to the peace and profit of the meeting be attended to in time, then will all in attendance

seem like a band of brothers and sisters, and will go away rejoicing in the happy interview that they have enjoyed, and feel nerved anew for the work of teaching. At the opening of a county institute or association, it is very appropriate for the presiding officer to give a formal invitation for teachers and friends of education, who have come from other counties, to participate in the exercises. And the fact of any person's coming to partake in the meeting should be a passport to a good reception, to such intimacy, and such a position as he or she deserves. Professional courtesy must be remembered.

All topics introduced and acted upon in these meetings must be practical, and have a direct bearing on the welfare of common schools, as they are, and should contemplate their elevation. It is next to useless to engage in sublime theorizing or lofty themes for which young teachers are not yet prepared, much less the pupils of common schools and academies. Some subjects are very appropriate, which men of extensive knowledge will deem trite and common place. But here it must be borne in mind that much of the benefit of these meetings is intended for novices. Those who would be instructors of youth must condescend to the youthful capacity, take them as they find them, and lead them onward. Accordingly as teachers are prepared for these several purposes, and thus direct their efforts will they be successful. And every agency that aids and furthers these purposes is a public benefit.

MISTAKES OF EDUCATED MEN.

[The following contains most excellent advice from an eminent educator to a graduating class, and to young persons generally, just starting in life:]

Another point on which young men make a mistake, is in *not holding on to the calling or profession which they choose.* Of course, one may make so foolish a choice, may err so egregiously in the first step, that to retrace it and begin anew at something else, is indispensable. In this matter no absolute rule is possible. The tendency, however, is very strongly in one direction. Where one man perseveres in a calling that he ought to abandon, a dozen men abandon their calling who ought to stick to it. It is not difficult to account for this. All those kinds of business which are surest in the end, which pay best in the long run, are slowest in beginning to yield a return. The young lawyer or physician has to creep along, at first, at a most discouraging pace. In those early years of professional probation, when the man is hardly earning his salt, some other business opens before him, that promises an immediate in-

come—something that will bring him, at once, two or three times what he is now receiving. The temptation is strong indeed. In the eagerness for immediate results, he is apt to forget one essential point of difference between the two prospects. The one is a little rill, which is destined to flow on with ever increasing volume, till it becomes the brook, the stream, the majestic river. The other is a canal, no bigger or deeper at the end of its course than at the beginning. In determining the question, then, whether to hold on to the profession or business which you have chosen, think not of the present size of the rill, but whether it springs from a living fountain, and whether it is likely to expand as it proceeds. And be not easily disheartened. Let me say for your encouragement, if it be needed, that of the more than four thousand young men who have been under my care as an educator, and whose career in life it has been my privilege more or less to observe, I have very rarely known one to fail, who industriously persevered in the calling which he chose. "*Tenax propositi*" is the commendation of the Roman moralist. Stick to your purpose. It is a most valuable habit of mind to cultivate. You need not carry it to obstinacy—though even that error is better than its opposite. Do not shrink from the reputation of being a plodder. It is a better augury of a young man than to hear of him as being precocious, as being prematurely brilliant, as starting off in the career of life with a grand dash.

Look into your minds just now, while pausing upon the threshold of your career, and see if there is within you this vacillating disposition. See if you are disposed to begin a study or an enterprise of any kind, and after chasing it awhile, butter-fly like, to give it up for some newer fancy. It is a not uncommon habit of mind with the young. It is, however, a habit which at your age may be overcome. I have known hundreds of instances of young men, who, from being unsteady and fickle of purpose, have become steadfast, unwavering, tenacious. What is needed to bring about such a change, is an honest, deliberate review of one's character in this respect, and a firm resolve to amend what is found amiss. It is with a view to do for you what, thirty years ago, was wisely done for me, that I now place this point so distinctly before you. Tenacity of purpose is the indispensable condition of success in whatever you undertake. You must learn to hold on.

Every one of you has just chosen his profession, or is about to make the choice. It is not my purpose to discuss that subject with you. The one duty which I do urge upon you, in connection with it, is, stick to your choice when made. I do not say, stick to it, right or wrong. But having begun on any course of action, let it not be an even weight of argument against it, which shall lead you to abandon it. Do not give

up what you have deliberately chosen, unless the arguments for receding are a great deal stronger than those for going on. To change from one profession or business to another, is, in a great measure, to throw away all the progress you have made in the one already begun. It is to go back to the beginning of the course for a fresh start. The different professions in this respect are not so much parallel tracks, where you can be switched from one into another, without loss of progress, but rather tracks radiating from a common centre. To pass from one to another, you must in each case go back to the original station. You must begin your career anew. The comparison, of course, cannot be applied with rigor. In many particulars it is not true. Yet it has substantial truth. The man who is tinkering away, first at one thing and then at another, rarely succeeds. It is not in the nature of things that he should succeed. On the other hand, a man's choice of a profession, must be very bad indeed, if patient, persistent, tenacious continuance therein do not, in the end, crown him with success.

What is true of your purposes, is likewise true of your opinions. It is a great mistake to suppose that you are bound to discard a fixed belief of your mind, because an ingenious opponent may ply you with arguments which, at the time, you cannot answer. Beliefs are a sort of growth, a gradual secretion of the mind, through a long series of years. It is very difficult for any man, on the spur of the moment, to give all the reasons which may have conduced to any one of his beliefs. Those reasons, from time to time, have been brought to the cognizance of the mind, have wrought their work upon the convictions, and then have been forgotten. The resultant beliefs, like successive strata, remain as a sort of fixed, permanent deposit. This is the order of nature, in mind as well as matter, and it is right that it should be so. Otherwise we should be forever afloat on the sea of opinion. Cultivate, then, this habit of tenacity, as well in your opinions as in your course of life. It is no harm to be a little dogged sometimes. Do not give up your creed because some specialty-man presses you with arguments that you cannot answer. You could answer them, had you made the subject a hobby, as he has done. You could answer them, if you had the leisure to review seriatim the steps by which you have come to your present stage of belief. Only be careful and honest in the first place in forming your opinions, and then be willing to place some confidence in your own mental results. Do not be badgered out of you position by every whipster that comes along prating about old fogyism and the progress of the age.—JOHN S. HART, LL. D.

ONE ungrateful man does an injury to all who stand in need of aid.

RULES FOR TEACHERS AND PUPILS.

The following Rules are those adopted for the Public Schools of Madison, (Wis.), and may be suggestive elsewhere :

TEACHERS.

1. Teachers shall observe and carry into effect all the regulations of the Superintendent and Board of Education, in relation to their respective schools, and attend punctually and regularly the weekly meetings of teachers, under the direction of the Superintendent.

2. The salaries paid, entitle the Board to the services of the teachers for five and one-half days each week, excepting legal holidays.

3. Teachers shall be present at their respective school-houses, both morning and afternoon, at least thirty minutes before the time prescribed for the opening of the school. They shall require their scholars to be in their seats punctually at the appointed time ; and shall commence their schools, without allowing any time for scholars to assemble, after school hours. They shall also close their schools precisely at the hour appointed.

4. All teachers shall keep their school registers, neatly and accurately, according to the forms prescribed therein, and fill out the blank reports of the condition and progress of their respective schools, according to to the direction of the Superintendent.

5. It shall be their duty to exercise a vigilant watchfulness over the general conduct of their pupils, and, on suitable occasions to encourage and instruct them in correct manners, habits and principles.

6. They shall be entrusted with the immediate care of their respective school rooms, and the furniture, apparatus or other school property belonging therein ; and shall be held personally responsible for any damage done during school hours, or while the building is under their control.

7. Teachers may have power to suspend from school such pupils as have been guilty of gross misconduct or insubordination to school regulations ; immediate notice of which shall be given to the Superintendent and to the parents or guardian of the pupil.

8. Teachers are expected to practice such discipline in their respective schools as would be exercised by a judicious parent in his family ; to resort to corporeal punishment only in cases of extreme necessity, when other measures have failed, and to make record of the same, and the reason why it was inflicted.

9. All Teachers shall be examined by the Superintendent and the Examining Committee of the Board, at least once in each year ; and the re-

sult of such examination shall be reported to the Board, with some recommendations for its action.

10. Such examinations shall take place within one week after the close of a school term.

11. The *Annual Examination* shall take place during the first week succeding the Summer Term.

11. Every new applicant for a teacher's situation shall, before being employed, pass an examination satisfactory to the Board; which examination shall be separate from the examination of those who have been previously engaged in teaching in the schools of the city; and such examination shall take place as soon as practicable after the close of a school term.

13. All teachers passing a satisfactory examination before the examining committee will receive a certificate of qualification from the Superintendent and Board of Education.

PUPILS.

1. No child shall be admitted as a pupil in a Primary School who has not attained the age of five years. Nor into the Intermediate or Grammar Schools unless regularly transferred or found upon examination qualified to enter the lowest class therein, except by permit of the Superintendent.

2. All pupils are required to be in their respective school rooms before the time of beginning school, and to be regular in their daily attendance.

3. Scholars who shall accidentally or otherwise injure any school property, whether school furniture, apparatus, or buildings, fences, trees, shrubs, or any property whatever belonging to the school estate, shall be liable to pay in full for all damages.

4. Every pupil who shall be absent from school, shall bring to his teacher a written excuse from his parent or guardian for such absence.

5. A scholar absenting himself from his seat for one entire week shall forfeit all right thereto and can be re-admitted only as a new pupil.

6. Whenever any pupil shall be tardy or absent four times during two successive weeks, his seat in the school may be declared vacant and he can be re-admitted only by the written consent of the Superintendent or by direction of the Board.

7. Any scholar who shall absent himself from any regular examination, or who fails to render a sufficient excuse for such absence, shall not be allowed to return to the school without the consent of the Board of Education.

8. For open disobedience or insubordination, a pupil may be suspended by a teacher, or expelled by the Superintendent, immediate notice

of which shall be given to the parent or guardian; and shall be re-admitted into the public schools only by the Superintendentin case of suspension, and by vote of the Board in case of expulsion.

9. No child who comes to school without proper attention having been given to the cleanliness of his person and of his dress, or whose clothes are not properly repaired, shall be permitted to remain in school, but shall be sent home to be prepared for school in a proper manner.

10. Whenever any parent or guardian feels aggrieved by the action of any teacher, it shall be his duty to give information thereof to the Superintendent; and in case the matter is not satisfactorily adjusted by him, such parent or guardian may appeal to the Board.

GRAMMAR AND COMPOSITION.

This science, which the ancients made almost the foundation of knowlege, should receive, in many respects, more attention than has been yet accorded to it. Too much prominence, in my opinion, has been given to the mere technicalities of the science; too little to the practically useful portion.

The pupils in some schools have been required to commit and repeat, *verbatim*, melancholy pages of remarks, exceptions and crude speculations—or, perhaps, in the opinion of some, abstruse philosophical commentaries on details of minor interest. These technicalities, theories and abstractions, having, in most instances only an incidental connection with the plain subject matter, and tending merely to confuse and dishearten the learner, who cannot distinguish the commentary from the principle, are "crammed," in common parlance, into the heads of pupils and shaken down, till their dizzy brains are in a maze of bewildering conjecture. They see sextuple-classed pronouns with unintelligible distinctions; "interrogatives," so styled, when there is no interrogation; and the same mode and tense admitting of indefinite variations in manner and time.

These distinctions which belong rather to abstruse philological treatises than to common school manuals, have linked themselves with the indispensable framework of the science. They are a necessity to the critical student of maturer years; but to the young learner, they seem to ornament the plain structure of Grammar like the incomprehensible grotesque and arabesque of oriental design. In these labarynthine mazes, in which science is complicated rather than simplified, the young martyr wanders for about two years in search of the missing clew; acquiring, perhaps, less knowledge of how "to speak and write the English language cor-

rectly," unless much collateral training independent of any text-book is given—than he might gain in less than half the time by a method which reversed this order.

The training in some schools has been almost exclusively theoretical; limited to the definitions, illustrations and elementary analysis. Conscious of the amount of these topics, and of the deficiency of their pupils in them, many of the teachers made parsing a subordinate exercise, and either ignored Compositions and Declamations altogether, or compressed them into a minimum of time, and devoted the hours thus wrested from their proper use, to extra drills in the technicalities referred to.

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Composition writing is expected, not only from all the members of the Grammar schools, but from the first class, at least, in the Intermediate. The essays in some of the schools, in which the exercise is properly encouraged and assistance rendered to the pupils by giving them interesting topics, with plans and hints for procedure, would be creditable to more mature minds.

Several of the Intermediate teachers have practised descriptive writing in their schools with the most flattering success. Some who thought their pupils "too young to have any ideas," found on trial that the latter possessed more than had been "dreamed of in their philosophy."

In the High, and in a few of the Grammar schools, a systematic plan of classification and arrangement, founded on the Object Method of teaching, has been adopted for all essay writing, that the subject may be treated in a natural and logical order. The development and expression of thought—the true object of education—must be secured by giving to Composition Writing much more time and attention than it has yet received.

A short composition daily on some interesting topic would promote habits of observation and thought, and impart, even to the young pupils, a command of language which few now possess. This, with colloquia and dictation exercises, in which all errors of expression should be corrected, would, I believe, impart more real knowledge of Grammar, even as a science, and in less time, than close adherence to any text book in existence.—*Annual Report of* L. M. Oviatt, Esq., *Supt. of the Cleveland Schools.*

No statue that the rich man places ostentatiously in his window, is to be compared to the little expectant face pressed against the window pane, watching for his father, when his day's labor is done.

THE TEACHER WORTHY OF HIS WAGES.

[The following article was marked for insertion some time since, and has been mislaid:]

The article in the December number, "Teaching from Necessity," which meets my hearty approbation, has suggested the following remarks: Teaching is a labor and an honorable one, and therefore deseves honorable wages. If the world profits by our labors, as it unquestionably does, why should not we, the laborers, also have our share? Why should we not have as much, comparatively, as any body else? As I never heard it pronounced dishonorable to make money or a living out of one's talents by any honest application of the same, I can not see how it should in any way disparage the profession of a teacher, if he demands and receives an adequate compensation for his services. Nor do I think it particularly dignified to work for miserable pay, and I know that no one ever gained public esteem by performing such a task as that of the teacher gratuitously. Some few might admire and the rest would despise him and his efforts. Besides there is a great variety of professions into which a man qualified for successful teaching might enter, that would bring him far better pay and a more independent position.

The question always should be, and perhaps sometimes is, a double one:—1. In what profession may I do the greatest good? 2. By what profession may I earn the best living? The few cases in which a man devotes himself to any profession merely for its own sake seem so rare as not to deserve any particular mention.

Very often, and, I think, generally with some real as well as apparent cause, do Americans boast of the superiority of their institutions compared with those of many states of Europe. But the fact that teachers receive a relatively very inadequate compensation in nearly all the states, puts America on a level with the very worst of the monarchies. This, in a country proverbial for its worship of the "Almighty Dollar" is very injurious to our profession in a pecuniary as well as social point of view and is the reason why so many assume the duties of a teacher, namely, because they are not fit for any other profession and therefore think they will *just do* for keeping school. Perhaps they are not so very wrong after all, considering the way such matters are usually regarded by many —who seem to think, that what may be had for little, is not worth much and need not be very good.

It is never of any practical good to assume that lofty position which ignores the relations commonly supposed to exist between labor and wages, for it is in most cases mere hypocrisy. The world generally takes such extreme disinterestedness not without suspicion—having made the

disagreeable observation that those who most pretend to pure intellectuality or spirituality have the keenest eye towards material advantages. Ideals are not realites, or the world would be perfect. Model teachers, disinterested as they may be, cease to be model men by neglecting their own temporal affairs, and people are much inclined not to trust those who do not attend to their nearest concerns. L. K.

Buffalo County.

TALENT APPRECIATED BY TALENT.

The notion that genius will excite the deepest reverence in those by whom it is least understood is an ever-recurring and yet manifest delusion. Talent is best appreciated by talent, knowledge by knowledge; and the man who imagines that the higher he is removed above his judges the more they will admire him, might equally expect that he would look larger the farther he receded, or his voice sound louder the greater the distance from which he spoke. Excellence must be perceptible before it can be applauded, and for a cultivated understanding to display its stores to untutored ignorance is much like exhibiting colors to the blind. Thus Johnson was subjected to the complicated misery of conscious power, general neglect, and helpless poverty; and, with his expectations baffled, wretched in the present and without hope for the future, a less gloomy temperament than his would have been sunk in despondency.—*Early Life of Johnson.*

TEACHER'S REQUEST OF PARENTS.

1. Send your children to school seasonably and constantly.
2. Encourage them to respect and obey the rules and requirements of their school.
3. Encourage them to be orderly, &c.
4. Encourage them to be studious.
5. Visit them at school.
6. Have a regard to the character of the books your children read, and see that they read understandingly.
7. Aid me to check selfishness, and promote a spirit of kindness and forbearance.
8. Cultivate in your children habits of politeness and courtesy.

These duties, and others growing out of them, perform faithfully, and you will find a most abundant reward in the increased interest of your children, and their growth in knowledge and virtue.—*Northend's Teacher and Parent.*

EXAMINATION QUESTIONS.

[The following Questions were "submitted to the candidates for admission to the High School, Providence," R. I., May, 1863. We are not sure that they would not give a little trouble to some graduates, so called, from some institutions :]

PRACTICAL ARITHMETIC.

1. Divide $\frac{.03\frac{1}{4}}{24\frac{1}{2}}$ of $\frac{2}{.007\ 1\text{-}6}$ by $\frac{37\frac{1}{2}}{.0125}$ of $\frac{62}{.08\frac{1}{2}}$.

2. What is the least multiple of $6\frac{1}{2}$, 8, 12, $16\frac{1}{4}$ and 28.

3. A merchant sold $\frac{1}{2}$ of his flour at an advance of 12 per cent.; $\frac{1}{4}$ at an advance of 10 per cent., and $\frac{1}{8}$ at a loss of 8 per cent. How should he sell the remainder so as to gain 5 per cent. on the whole?

4. A man bought a horse for $250. What must he ask for him that he may take 10 per cent. less than he asks, and yet make 15 per cent?

5. A man bought a horse and two carriages. For the first carriage he paid $250; and if this sum were added to what he paid for the horse it would amount to $\frac{2}{3}$ of the sum he paid for the second carriage; and if the sum he paid for the horse were added to the sum paid for the second carriage, it would amount to three times the sum paid for the first carriage. What did he pay for each?

6. A merchant bought 500 barrels of flour at $6\frac{1}{2}$ a barrel, and sold them immediately at $7\frac{1}{4}$ a barrel, and received in payment a note due three months hence, which he discounted at a bank at 6 per cent. What did he gain on the flour?

7. A man bought 2400 bushels of corn at 90 cents a bushel; but in measuring it he found that he had more bushels than he paid for, and that he had gained $2\frac{1}{4}$ per cent. by the increase in the number of bushels. He sold the corn without delay for $1.10 per bushel. What did he gain by the transaction?

8. If A owes $500 due in six months, $400 due in 4 months, and $300 due in 9 months, and pays $\frac{2}{3}$ of the whole in 3 months, when ought the remaider to be paid?

8. A merchant sold a lot of flour for $500, and gained 25 per cent., he then invested the proceeds in flour, on which he lost 20 per cent. Did he gain or lose by the transaction, and how much?

10. The base of a right-angled triangle is one-half of the sum of the perpendicular and hypothenuse, and the sum of the length of three sides is 96 feet. What is the length of each side?

MENTAL ARITHMETIC.

1. There are two numbers, that if 4 times the greater be added to

$\frac{1}{2}$ of the less, the sum will be 70, and $3\frac{1}{3}$ times the less is equal to $2\frac{1}{2}$ times the greater. What are the numbers?

2. If $\frac{3}{5}$ of the number of sheep A has, plus $\frac{2}{3}$ of the number B has, equals 320, and if $\frac{3}{4}$ of the number B has equals 3 times $\frac{3}{8}$ of the number A has, how many sheep has each?

3. A boy being asked the time of day, answered that the time past noon was $\frac{1}{5}$ of the time to midnight? What was the time?

4. If 12 per cent. of what is received for goods is gain, what is the gain per cent.?

5. One-fifth is what per cent. of three-fourths?

6. When gold is worth 140 per cent., how many *whole* dollars in gold ought a broker to pay for a ten dollar U. S. note, and how much in postage money?

7. A collector collects $157.50; how much must he pay his employer after reserving 5 per cent. for his services?

8. A can do a piece of work in $1\frac{1}{2}$ days; B can do the same work in $2\frac{1}{3}$ days; in what time can they both, working together, finish it?

9. A boy spent one-third of his money for apples, and 20 cents for nuts; he then gave 10 cents more than one fourth of the remainder for oranges, when he found he had but fifty cents left. How many cents had he at first?

10. A's money is to B's as 3 to 4, but after A had gained $30 and B had lost $30, A's money is to B's as 4 to 3. What had each at first?

GRAMMAR.

1. Give the rules for the use of the capital letters.

2. Give the rules for the formation of the plural.

3. Write the plural of *penny, pea, index, cousin-german, man-servant.*

N. B.—If either of the above words have more than one form for the plural, write both, and give the meaning of each.

4. Give the rules for the formation of the possessive case, and write the possessive of *conscience, cockatrice, Jones, men* and *boys.*

5. Name the relative pronouns and the words that are sometimes used as such, and when.

6. Name the principal parts of the following verbs: *fly, flee, hide, strike, work, pen, freeze.*

7. Name the defective verbs. State what part is wanting in each.

8. Analyze the following sentences, and parse the words in italics:

"Heaven from all creatures hides the book of fate,
All but the page prescribed their present *state.*"

"He walked his *his horse one-half* of the *way home.*"

"He was not chosen *Rector,* but invited *only* to *preach.*"

9. Correct the following examples:

"I feel sure of its being him."

"Her aunt is older than her."

"I intended to have written, but was only prevented by sickness."

"He has fallen from his horse and broke his leg."

10. "Ye have heard that it hath been said, an *eye* for an eye, and a *tooth* for a tooth." (Analyze and parse words in italics).

GEOGRAPHY.

N. B.—To describe a river, state where it rises, in what direction it runs, and where it empties. To locate a town or city, state in what political division it is situated, and in what direction from four other important cities.

1. Name the rivers in the United States that flow into the Atlantic Ocean, beginning on the N. E.

2. Locate London, Liverpool, Bristol, Edinburg and Glasgow, and give the latitude and longitude of each.

3. Locate Paris, Marseilles, Bordeaux and Lyons.

4. Name and describe the rivers of Spain, and locate Madrid, Barcelon and Cadiz.

5. Name the political divisions of Asia, and give their capitals.

6. Locate St. Petersburg, Rio Janeiro, Florence, Vienna and Frankfort.

7. Name the principal rivers, mountains and lakes in Asia.

8. Describe the Rhine, the Rhone, and the Danube.

9. Name the political divisions of South America, and the capital of each.

10. Name the principal cities on the Baltic Sea and its inlets.

HISTORY.

1. Give an account of the settlement of Plymouth.

2. Give the date and the principal events of Queen Anne's War.

3. State the causes that led to the French and Indian War.

4. Give an account of the taking of Louisburg during the French and Indian War.

5. Name the immediate cause of the Revolutionary War, and state the object of the Stamp Act and Writs of Assistance.

6. Give an account of the first Continental Congress.

7. State the principal events of the year 1776, and give an account of the Battle of Long Island.

8. Name the principal events of 1778, and describe the Battle of Monmouth.

9. Name the principal events of 1780, and describe the Battle of Camden.

10. Give an account of the cessation of hostilities and the farewell orders of Washington.

SPELLING.—FIFTY WORDS.

Elixir, zephyr, feasible, forcible, proximate, desperate, snychronical, conceptacle, conventicle, buoyancy, hypocrisy, flagitious, malicious, testaceous, fallacious, supplement, increment, crystalline, cylinder, idiosyncrasy, permeate, pursuivant, pursuance, architrave, archetype, phylactery, diaphanous, epiphany, surcharge, peripneumony, paregoric, omniscient, niche, cuneiform, sibyline, orthoepy, inoculate, innocuous, ineligible, cynical, ventricle, architect, commercial, controversial, ecclesiastes, strategic, schedule, collateral, therapeutics, gases.—*R. I. Schoolmaster.*

ARNOLD ON PUNISHMENT IN SCHOOLS.—"The beau ideal of school discipline with regard to young boys would seem to be this: that while corporeal punishment was retained on principle, as fitly answering to and marking the naturally inferior state of boyhood, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys as individuals to escape from the natural punishment of their age by rising above its naturally low tone of principle." Speaking of the Rugby School, he says: "Flogging will be only my *ultimo ratio*; and talking I shall try to the utmost. I believe that boys may be governed a great deal by gentle methods and kindness, and by appealing to their better feelings, if you show that you are not afraid of them. * * * But of course deeds must second words when needful, or words will soon be laughed at."

MULTIPLICATION OF BOOKS.—No English grammar was generally taught in common schools when I was young, except that in Dilworth, and that to no good purpose. In short, the instruction in schools was very imperfect in every brhnch; and if I am not misinformed, it is so to this day, in many branches. Indeed there is danger of running from one extreme to another, and instead of having too few books in our schools, we shall have too many.—NOAH WEBSTER.

OF one hundred parts into wich the surface of the earth may be divided, Europe contains seven; Africa twenty one; Continental Asia, thirty-three; New Holland, etc., eight; South America, fifteen; North America, sixteen.

MATHEMATICAL DEPARTMENT.

VALE!—My present connection with the Mathematical Department ceases with the issue of this number of the JOURNAL, owing to a recent change in my business engagements which renders it impracticable for me longer to retain possession of the honors of the chair editorial.

Since I took charge of the Department in 1860, I have labored to make it more especially useful to the common schools—not always with the best success, but for the most part with a good fortune which has been gratifying.

To those who have contributed to the mathematical pages of the JOURNAL, and to the ever-courteous Resident Editor, I tender my grateful thanks. To all who have been interested in the Mathematical Department, I bid farewell.

T. D. CORYELL.

Solution of Problem 65.—It is evident that if we had the parts of any other number similarly divided, we might divide 21 in the ratio of these parts and obtain the required result. Let 2 be the lesser of these auxiliary numbers and the greater can be found thus: since 25 times 2 divided by the greater is equal to the greater divided by 2, 100 divided by the greater is equal to the greater. Hence the number sought is the square root of 100 which is 10. We now have only to divide 21 in the ratio of 10 : 2, thus, $12 : 2 :: 21 : \frac{42}{12}$

$$12 : 10 :: 21 : \frac{210}{12}$$

Eagle, Waukesha Co. D.

Problem 72.—A and B buy a grindstone together of uniform thickness and two feet in diameter, with a square eye measuring two inches across. Each is to grind away half the stone. A takes his from the outside; how many inches is he entitled to?

Problem 73.—There are three balls each 4 inches in diameter lying so as to touch each other, on a flat surface. If a fourth ball be laid on them, how far will its top be from the plane?

Problem 74.—Problem 68, Mr. James O'Connor writes us should have been $x + x\frac{1}{2} = \frac{9}{4}$, to find x by quadratics, which equation we give as a new problem.

EDITORIAL MISCELLANY.

NATIONAL TEACHERS' ASSOCIATION.

The Annual Meeting of this Association will be held in Chicago, at Bryan Hall, commencing August 5, at 10 o'clock, A. M., and continuing three days. The Teachers of Chicago have engaged to provide free entertainment for all the Ladies who attend the meeting; and the proprietors of several of the Hotels have engaged to make a reduction of 50 cents a day in their charges to Members in attendance at the meeting.

Lectures will be delivered and papers read by some of the most prominent educators of the country, embracing the President of the Association, J. D. Philbrick, Esq., Supt. of Schools, Boston; President Thomas Hill, of Harvard University; Henry Barnard, LL. D., of Hartford, Conn.; E. A. Sheldon, Esq., Sup't of Schools, Oswego, N. Y.; Hon. J. L. Pickard, State Sup't of Schools, Madison, Wisconsin, and Hon. J. M. Gregory, State Sup't Schools, Lansing, Mich.

The Board of Education of Chicago, invite teachers and others in attendance to make their head-quarters at the Rooms of the Board, No. 76, La Salle Street, opposite the Court House.

It will assist the Reception Committee in their labors if the names of those for whom places are to be provided can be sent to either member of the Committee several days before the meeting. The Committee will be in attendance at the Rooms of the Board of Education on the morning of the 5th, and at other times, and all persons attending the meeting are desired to report themselves immediately on their arrival.

RECEPTION COMMITTEE.—Samuel A. Briggs, Samuel H. White, and F. S. Heywood. Post Office Box 3895.

Members of the Association, and those becoming members during the session, who pay full fare over the following roads, will receive return tickets over the same roads:

Galena & Chicago Union R. R.; Beloit & Madison R. R.; Chicago and Northwestern R. R.; Kenosha & Rockford R. R.; Chicago & Milwaukee R. R. *Tickets good to August* 18, *inclusive.*

The Annual meeting of the American Normal Association will also be held in Chicago at some time during the sessions of the National Teachers' Association.

JULY, 1863. W. H. WELLS, Chicago, Ill., J. STONE, Jr., Kenosha, Wis. } *Western Committee*

THE ASSOCIATIONS.

Our State Association meets as we go to press for August, and we are unable therefore to give the proceedings till next month. We give such a portion of the Circular of the National Association, as will be most important to our readers, many of whom we trust will be able to attend the meeting at Chicago.

COMMENCEMENTS.

The past month has been the season of the closing exercises of our various institutions of learning. Commencement at Madison and Appleton June 25, at Beloit on the 9th and at Racine on the 15th of July. There are several Academies and Seminaries, and many High Schools in the State, besides those mentioned below, and we should be glad to give them a notice, on receipt of a catalogue or circular.

THE STATE UNIVERSITY.—Four young gentlemen graduated at the late Commencement. The re-opening of the Normal Department appears to give considerable added interest to the institution. We are of the opinion that this was the work to have begun with, years ago. The Preparatory Department is we understand to be merged in the Normal Department.

BELOIT COLLEGE.—Twelve graduates went forth this year—more than from all the other colleges in the State. Beloit however is just upon the line of Illinois, and the college is patronized largely by that state—a compliment, not undeserved, to Wisconsin and to the institution.

RACINE COLLEGE.—The graduating class numbered four. The discipline of this college is understood to be very efficient, and what is not always the case, a high moral and religious tone is maintained. Without this, college life is ruin to many a young man.

LAWRENCE UNIVERSITY.—Three young gentlemen received their first degree, and ten former graduates, three of them ladies, were made M. A. The College is in a way we hope of removing its $19,000 of indebtedness. Mr. Lawrence of Boston, its munificent founder, proposes to give $10,000, if the remainder is made up by the first of September. After an appeal by Bishop Simpson, a generous beginning was made by the people of Appleton, who pledged $3,000 in money and land, and the friends of the institution elsewhere are very appropriately called upon to make up the balance.

DELAVAN SEMINARY.—This school, which is open to both sexes, has passed into the hands of Rev. G. M. Skinner, a teacher of experience, and its prospects we believe are encouraging. The Catalogue for the past year shows an attendance of 103 pupils.

ALLEN'S GROVE ACADEMY.—A writer in the Janesville *Gazette* says of the Anniversary of this excellent school, July 6, "The exercises of the day were completely successful and speak well for the school and teachers. Allen's Grove Academy ranks second to none in the State, especially in the Normal Department. It always has been and still is the aim of Prof. Montague to make thorough and efficient scholars. It is to be hoped that he will be heartily supported in his endeavors at usefulness."

MILTON ACADEMY.—This prosperous school, located in a central and well populated region, has the largest attendance we believe of any Academy in the State, being for the year ending July 7, 310 pupils in all the departments, and 197 of these Normal students. No Academy furnishes we suppose so many teachers annually for the surrounding schools as this, and it is the design of the Principal to make this the leading feature of the institution. The "Army List" shows that upwards of 125 of the former students have gone at their country's call. We take pleasure in calling attention to the advertisement on the second page of the cover.

PLATTEVILLE ACADEMY.—The attendance for the past year though a little less than the previous year, reached 192. In this as in most of our mixed schools, the heavy drain of students for the war, leaves a large preponderance of young ladies. This Academy, as it long has been so may it long continue to be, a blessing to the community around it.

OCONOMOWOC FEMALE SEMINARY.—This school continues under the charge of Miss Grace P. Jones and a competent corps of assistants, and it accommodations for boarders are being enlarged we understand, for the opening of the next Term.

RACINE.—A school year closed July 9, during which time Mr. S. H. Peabody, previously at Fond du Lac, has been in charge of the High School and Superintendent for the city. Says the *Advocate*, "Under the care of Mr. Peabody our public schools are fast regaining their former high standing." Forty-nine young persons in all have completed the course of study in the High School since its opening, and twenty-six were present at an annual gathering, and were addressed by Col. McMynn, their former Principal, and Rev. Mr. Kinney, a former Superintendent.

BURLINGTON.—The first class "graduated" from the High School here July 3. Mr. J. G. Thompson has been in charge the past year.

FOND DU LAC.—The High School during the past year has been in charge of Mr. C. O. Steenburg. The examining committee, as we see by the *Reporter*, speak in very favorable terms of the school and of the closing exercises, which occurred the first week in July. It may be mentioned as an evidence of growing interest in the school that several liberal minded gentlemen offer prizes for the best original declamations and compositions next year. Miss Merrille continues through all changes faithfully at her post as Assistant. Fond du Lac sadly needs a High School Building.

SHEBOYGAN.—The year closes about this date (July 25). Mr. Gaylord has been very successful we hear in advancing the Union School, as Principal of the Higher Department, and Superindendent of the whole.

KILBOURN CITY.—The school here is graded into three departments embracing 160 pupils. Mr. C. C. Carpenter has been in charge of the higher department for some months past. We understand that the school is in a good condition.

PIERCE CO.—We have a full supply of teachers, with but very few teaching under special certificates. This supply has been effected, too, after the withdrawal of some half dozen or more old teachers, who have fallen behind the times, from their carelessness to post themselves up, and have either failed, or have not tried to get certificates.

Our young teachers are mostly wide awake, and well posted. We have two graded schools in our county, one at Prescott, under the charge of Prof. R. L. Reed, late of Watertown, in this state, and one at River Falls, under the charge of Prof. A. H. Weld, author of Weld's Grammar. The school at Prescott has five departments, and numbers about 250 pupils. The one at River Falls, has two departments, and numbers 80 pupils. This school has but just commenced under the new arrangement.

Our Spring Institute was the most successful of any Institute ever held in this region. We had 60 *live teachers* in attendance, and all promised to attend the Fall Institute.

On the whole we feel greatly encouraged in our labors. We begin to see substantial results from the operations of the new system.

W. T. HATCH, Co. Sup't.

We see by the Prescott *Journal* that friend Hatch has taken to himself a helpmeet. This is well, as the guardian and guide of the children of the county should be a model family man.

EAU CLAIRE CO.—We had a call from the Rev. A. Kidder the Superintendent, on his way to Kenosha, with a delegation of four teachers. We think few counties so far distant will do as well as this, Mr. Kidder is principal of the graded school on the west side of the river at Eau Claire. On the east side a fine school house is soon to be erected, for a graded school, and the Methodist people are also building up a Seminary, under a good teacher, in the same locality.

WAUPACA CO.—The following we believe to be a deserved tribute: "Thinking that a few words in relation to the advancement of Common Schools in Waupaca county would receive a welcome, I deem it a privilege to send you a few lines on that subject. It is, I think, granted by all, that, during the past two years, our common schools have made rapid progress; and, thanks to our very worthy Superintendent, soon, if not at the present time, our county will be prepared to stand proudly forth by the side of her sister counties, and claim the honors which she is so nobly and perseveringly striving to win. From all sides, we hear cheering testimonials of the improvement of both teachers and schools. Mr. Wernli spares no efforts on his part, to make teaching what it should be,—a profession; and, as he surveys the progress which, under his judicious care, he can discover throughout the entire county, he may well say: "My labors are not in vain." He is emphatically "The Teacher's Friend," as well as a zealous laborer in the cause of education. A good superintendent, like a good teacher, should be retained in office as long as possible; and we sincerely hope that he

may long adorn the responsible position which he new occupies, to guide the destinies of our flourishing county, till she can equal if not excel her sisters.

Yours with respect, A TEACHER.

WINNEBAGO Co.—The interest in educational matters is on the increase in this county. The percentage of attendance is much higher than formerly owing to the exertions of teachers in that direction. Teachers are required to report monthly with reference to attendance, tardiness and other matters of interest, and all seem to feel somewhat responsible for regularity of attendance in their several schools. All are making commendable efforts to create a proper public opinion upon this great hindrance to efficient schools.

J. E. MUNGER, Co. Supt.

A good list of subscribers accompanied the above.

WAUKESHA Co. shows no signs of relaxation during hot weather. A meeting of the County Association was held at Oconomowoc, the first week in July, and a School Picnic at Prospect Hill, on the 25th. The new Superintendent, Rev. A. D. Hendrickson is one of the working sort.

NEW YORK.—We acknowledge the receipt of the Ninth Annual Report of the Superintendent of Public Instruction, from Hon. V. M. Rice, the present incumbent. The bulk of the volume—412 pages 8 vo.—is filled with the Reports of the City Superintendents and the County Commissioners or Superintendents. This great State has upwards of 1,300,000 school children, of whom nearly 900,000 were in attendance upon the public schools in 1862. The non-attendance was to a large extent of children between four and six years of age, whose absence is not to be regretted, and of others between seventeen and twenty-one. About 100,000 are supposed to be in private schools, academies and colleges. The total expenditures for the year were about $4,5000,000, three and three-fourths millions being for teachers' wages. Mr. Rice calls earnest attention to the importance of establishing a scientific institution of a high order through the avails of the late donation of lands to the loyal states by Congress for agricultural colleges. Increased aid to Institutes is asked and Teachers Classes in Academies are commended, till something better can be done,—but more Normal Schools are called for. It is we think a severe reproach to this great—this "empire" state, that in this latter half of the nineteenth century, she furnishes but 54 teachers in a year, as graduates of a Normal School, for the instruction of more than a million of her children.

ENGLISH STUDENTS ON REBELLION.—The Chancellor's Prize at Oxford this year was for the best essay on the American Rebellion. Eight essays, of merit, above the ordinary grade, were sent in for competition. *Seven* of them were on the side of the North. Of these seven, the writers of three or four were, when they began, entirely in favor of the South, and were converted by their own investigations.

The Albion, the British New York paper, mentions these circumstances, all but the last.—*N. Y. Independent.*

NORMAL DEPARTMENT—STATE UNIVERSITY.

The next Term commences August 26. Apply early for rooms.

PERSONAL.

Mr. T. D. CORYELL, for three years past our faithful and accomplished Mathematical Editor, has an appointment under governmenment that calls him to South Carolina, and has already left for New York. We regret to part with his society as well as his services, and trust that he may safely return to us, when peace shall once more bless our unhappy land, and be found again in the educational field.

Col. J. G. MCMYNN, we see by the papers, has resigned his position, and is at his home in Racine. The Colonel has seen some severe and trying service in Tennessee, and helped most efficiently to give the rebels a lesson that we trust will never need to be repeated. We hope to see him re-enter the educational field, and in a capacity for which his ability and experience fit him.

NORMAL CLASSES.

At the recent meeting of the Board of Normal School Regents held in this city, the following appropriations were made, being at the rate of $21 for each pupil:

	No. of Pupils Passed.	Amount.
Albion Academy,	9	$189
Milton Academy,	30	630
Allen's Grove Academy,	12	252
Evansville Seminary,	19	399
Platteville Academy,	2	42
Wisconsin Female College, Fox Lake,	14	294
Lawrence University,	13	273
Galesville University,	2	42
Fort Atkinson High School,	5	105
		$2,226

The publication of this statement has been delayed some time, awaiting the disposition of the funds in the State Treasury. The "Recommendatory Certificates" will immediately be issued to those entitled to them.

ATWATER'S SCHOOL GOVERNMENT.

This plan of School Government, by daily "checks" or "merits," weekly "tickets" and monthly "notes" of merit, is much liked we find by those who use it. See advertisement in the Journal, from March to June. Send $1.25 to the Publisher, John Atwater, Box 4024, Chicago, and get it for your next school. or send $1.60 to us and get it, with the Journal for one year.

BELLS FOR SCHOOLS.

We visited Mr. Stoner's establishment a little time since and came away with a pretty vivid impression that school-boards or any other parties, can obtain there a large amount of sound for a moderate outlay. The Amalgam Bell seems well suited for schools, &c., and will answer for a small church. See Advertisement

ONE THOUSAND SUBSCRIBERS.

In addition to the State Subscription, we have printed 1000 copies of the July and August issues of the *Journal*, in the belief that this number at least of the teachers of the State ought to be subscribers. The following Table exhibits the number of teachers employed in each county in 1862—a total of about 7000. Dividing the number for each county by 7 gives the proportion of 1000 for that county; in the next column is the number at present taken; and in the next the number for the last volume. We shall be glad to have our friends who take an interest in the circulation of the *Journal* aid us in bringing the number in each county up to the proportion indicated. Some counties already go beyond it; in others not a copy is taken at present.

We take pleasure in acknowledging lists for the current volume, from Superintendents Levens, Cheney, Lawler, Hendrickson, Barlow, Slye, Gilfillan, Wernli, Munger, and Lyman.

Also from the following Teachers:—R. A. Donaldson, La Crosse; H. A. Temple, Grand Rapids; M. Fellows, Juneau; M. E. Goldthwaite, Fox Lake; B. Bristol, Milwaukee; C. O. Steenburg, Fond du Lac; W. D. Moorhouse, Rosendale; L. J. Potter, and W. M. Colby, Madison; C. W. Packard, Waupaca Co., and Misses R. R. Burritt, Manitowoc Rapids, and F. S. Ames, Oregon.

A SENSIBLE LETTER AND TEACHER.

PRIMROSE, June 25, 1863.

DEAR SIR:—I have been an occasional reader of the *Journal* for some time, and consider it an essential aid to every teacher and an important auxiliary to the cause of education generally. But it does not look right for any teacher to depend upon borrowing of the district clerk. Enclosed you will find $1.48, for which please send to my address for one year the Journal of Education; also Chapman's Map of Wisconsin, on cloth, and Orcutt's "Hints to Teachers."

ANOTHER.

WAUPACA CO., June 21, 1862.

REV. J. B. PRADT:—I discover by the last *Journal* that the time of my subscription has expired with the June number, and as I find it quite inconvenient to remit the sixty cents required, at present, I would be much pleased if you will send it to my address, and I will remit the money at the expiration of three months. It is a very valuable aid to teachers, and I should not know how to get along without it.

INSTITUTE FOR THE NORTHEAST.

A Teachers' Institute will be held at Green Bay for the counties of Brown, Door, Kewaunee, Outagamie, Oconto and Shawano, commencing Monday, September 21, 1853, to be continued one week. Lady Teachers will be entertained free by the citizens of Green Bay.

COUNTY TABLE.

COUNTIES.	SUPERINTENDENT.	POST OFFICE.	No. of Teachers.	Quota of One-Seventh.	Present No. of Subscribers.	No. taken last Year.
Adams,	R. K. Fay,	Friendship,	114	16	1	1
Ashland,	J. W. Bell,	La Pointe,	3	..	..	..
Brown,	E. Hicks,	Green Bay,	79	11	..	1
Buffalo,	Aug. Finkelnburg,	Fountain City,	40	6	2	2
Calumet,	A. W. Hammond,	Chilton,	79	11	.	6
Chippewa,	R. Palmer,	Chippewa Falls,	31	4	..	4
Clark,	R. Dewhurst,	Neilsville,	17	2	..	..
Columbia,	D. W. Rosenkrans,	Columbus,	286	41	5	9
Crawford,	Joseph Evans,	Yankee Town,	117	17	2	2
* Dane, E. District,	B. A. Barlow,	Stoughton,	204	29	42	44
" W. "	S. L. Hooker,	Black Earth,	212	30	17	33
Dodge, W. District,	H. B. Phelps,	Beaver Dam,	230	33	8	6
" E. "	Chas. Allen,	Mayville,	144	21	8	7
Door,	M. E. Lyman,	Sturgeon Bay,	32	5	5	..
Douglas,	A. C. Brown,	Superior,	3	..	..	..
Dunn,	W. H. Smith,	Eau Galla,	32	5	1	1
Eau Claire,	Rev. A. Kidder,	Eau Claire,	34	5	3	6
Fond du Lac,	E. Root,	Ripon,	328	47	30	28
Grant,	David Pasons,	Tafton,	282	40	8	7
Green,	W. C. Green,	Monroe,	225	32	5	5
Green Lake,	N. C. Hoit,	Green Lake,	148	21	2	4
Iowa,	A. J. Slye,	Dodgeville,	165	24	6	2
Jackson,	J. K. Hoffman,	Black River Falls,	55	8	..	2
Jefferson,	Alonzo Wing,	Jefferson,	234	33	7	9
Juneau,	Rev. H. C. Wood,	Mauston,	144	21	2	2
Kenosha,	B. L. Dodge,	Salem Station,	132	19	2	8
Kewaunee,	D. D. Garland,	Kewaunee,	35	5	..	..
La Crosse,	P. S. Elwell,	West Salem,	95	14	4	1
La Fayette,	J. B. Parkinson,	Fayette,	147	21	..	..
La Pointe,	V. Smith,	La Pointe,	2	..	1	..
Manitowoc,	J. W. Thombs,	Manitowoc,	134	19	3	9
Marathon,	Rev. C. F. Halsey,	Wausau,	36	5	..	..
Marquette,	B. F. Hood,	Montello,	79	11	1	2
* Milwaukee, 1. D.,	Wm. Lawler,	Oak Creek,	83	12	13	..
" 2 "	Wm. Swain,	Milwaukee,	†121	17	7	6
Monroe,	C. C. Miller,	Tomah,	148	21	..	1
Oconto,	W. H. Seward,	Oconto,	27	4	1	1
Outagamie,	Martin Gerritts,	Little Chute,	103	15	..	..
Ozaukee,	F. W. Horn,	Cedarsburg,	75	11	..	1
Pepin,	M. B. Axtell, M. D.,	Pepin,	24	3	..	..
Pierce,	W. T. Hatch,	Prescott,	62	9	2	5
Polk,	S. T. Catlin,	Osceola Mills,	20	3	..	..
Portage,	C. W. Hulce,	Plover,	108	15	1	..
Racine,	C. W. Levens,	Waterford,	158	23	22	10
Richland,	Rev. J. H. Mather,	Richland Center,	146	21	3	8
Rock,	Rev. J. I. Foote,	Footville,	364	52	15	30
Sauk,	I. W. Morley,	Baraboo,	244	35	2	3
Saint Croix,	J. N. Van Slyke,	Hudson,	85	12	..	1
Shawanaw,	Myron McCord,	Shawano,	17	3	..	..
Sheboygan,	A. W. Whitcom,	Sheboygan Falls,	191	27	4	36
* Trempealeau,	D. W. Gilfillan,	Trempealeau,	48	7	13	4
Vernon,	Hartwell Allen,	Viroqua,	144	21	..	..
Walworth,	A. J. Cheney,	Delavan,	296	42	20	24
Washington,	Fred. Regenfus,	West Bend,	149	21	1	2
* Waukesha,	A. D. Hendrickson,	Waukesha,	222	32	37	10
Waupaca,	J. Wernli,	Iola,	148	21	18	10
Waushara,	H. O. Pierce,	Wautoma,	157	23	1	..
* Winnebago,	J. E. Munger,	Oshkosh,	199	28	19	8
‡ Wood,	G. F. Witter, M. D.,	Grand Rapids,	27	4	9	1
			7069	1009	353	364

* Above the Quota. † 90 Teachers estimated for Milwaukee city. ‡ Banner County.

BOOK TABLE.

THE TEACHER AND PARENT; A treatise on Common School Education: Containing Practical Suggestions to Teachers and Parents. By CHARLES NORTHEND, A. M. Recently Superintendent of Schools, Danvers, Mass., now of New Britain, Conn. Eighth edition, enlarged. New York: A. S. BARNES & BURR.

This admirable book, from which we give a brief extract on a former page, should be in the hands of every one who presumes to be a teacher. Nothing more forcibly illustrates the low idea entertained of their work, than the number of teachers who do not own and have never read a single book upon the subject of teaching. What should we think of a professed lawyer, physician or clergyman, who had never studied a single work pertaining to his profession? The work by Mr. Northend is one of the best we have, and is worthy to rank with Page's Theory and Practice of Teaching, issued by the same publishers—who will send the "Teacher and Parent" to any teacher or parent—and both may read it with profit—on receipt of $1.12.

BRYANT AND STRATTON'S NATIONAL BOOK-KEEPING;-Published by Ivison, Phinney & Co., New York, and S. C. Griggs & Co., Chicago. 216 pp. large octavo.

This work is an "analytical and progressive treatise on the science of accounts, and its collateral branches," and is designed both as a book of reference for the counting house, and as a text-book for schools and academies. We do not profess to be much skilled in these matters, but from the reputation of the authors and of their chain of mercantile colleges east and west, as well as the evident clearness and fullness of the treatment of the subject, we can safely commend the work to confidence. Mr. S. S. Packard, Resident Principal of the New York Mercantile College, is associated with Messrs. Bryant & Stratton in the authorship.

BRYANT AND STRATTON'S Common School Book-Keeping (same Authors and Publishers as foregoing.)

This is a more elementary work, and sufficient for the wants of farmers, mechanics and small dealers, and any intelligent young person can master it at school, with little more expenditure of time than may be usefully employed in writing the exercises. It should be in general use in schools.

SANDERS'S UNION READERS. Numbers One, Two, Three, Four and Five. Ivison, Phinney & Co., New York; S. C. Griggs & Co., Chicago.

The publishers have placed a set of these beautiful Readers on our Table, and we take pleasure in directing attention to their merits. The matter and embellishments are entirely new, and the selection and arrangement of the lessons has had the benefit of Mr. Sanders's long experience in this important branch of book-making. Those familiar with the old series will gladly welcome the new, and school-boards or teachers looking about for a set of Readers to introduce will do well to examine them. The Fourth and Fifth Readers are especially attractive for higher classes, and cannot but tend to cultivate literary taste and research. See Advertisement on last page of cover.

ALLEN'S COMPREHENSIVE GEOGRAPHY.—This work, the second of the Geographical Series, issued by Messrs. J. B. Lippincott & Co., Philadelphia, is, we understand soon to make its appearance. The examination of some of the first pages gives us a very pleasing impression of the plan and execution of the work, by both author and publishers. The former at our last accounts, was serving a battery prepared for invading rebels. Pennsylvania is by this time nearly quiescent again we suppose.

ELLSWORTH'S BLACK BOARD CHART OF LETTERS. Published by D. Appleton & Co., New York.

This Chart is designed to teach the forms of written and printed letters in the school room, by being hung before the pupils, for copying, and is well arranged for the purpose. It is more especially designed for primary schools.

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LANDMARKS.*

FELLOW TEACHERS:—At the return of another year we meet again in our annual pilgrimage. From the farthest limits of our broad State to this remote angle, we find gathered a throng of earnest, thinking, acting, living teachers.

In this annual gathering, wherever, for the time, our tabernacle may be pitched, there is a deep significance. We have not come these many miles for mere amusement, nor do we expect any immediate and tangible wages for this time and toil. We have been working, this long year, each man over against his own house, and we have come together to observe the progress of the entire structure, and to see how our work adapts itself to the general design. We have been patiently treading the circumference permitted by our own brief tether, shying the stumps and leaping the pitfalls, and we come to learn that there are stumps and pits in others paths as well as in our own; to observe how those may be drawn and these filled up; to thank God, and take courage. We have been sailing our frail barks, each on his own sea, bounded by his own horizon, buffeted by storms, beset by calms, tossed hither and thither by wind and wave, and we have come once more into port to refit our shattered craft, get new spars and sails, clear away the rust and barnacles, compare our compasses, rate our chronometers, correct our charts and set forth again on a new voyage.

It is natural, then, to ask, as we meet, What cheer! How prospers the work? Do the walls still rise, or have the foxes gone up and broken

* ADDRESS before the Wisconsin State Teachers' Association, at Kenosha, July 29, 1863, by S. H. PEABODY, President.

down portions thereof? What new conquests have been made in the career of study or of duty? What ineffectual labors and blighted hopes demand yet higher conquests? What progress has been made? What work is before us?

Such questions you expect will be answered, here and now; and yet you would much prefer an answer from the master builder, than from an humble laborer; from the admiral of the fleet, than from the master of some crazy transport. You will make due allowance for the imperfect reply which must be given by one whose attention has been confined to his own field of vision and to the exigencies of his own peculiar circumstances. Yet some opportunity has been taken for scanning the horizon, for examining the situation, and to the hail "What cheer!" the answer is "Good cheer!"

Our cause is the cause of Public Instruction. We are concerned in all movements which tend to increase the sum of human knowledge, to cultivate the human intellect, and to give such knowledge and intellect the widest diffusion and the broadest scope. Whenever this work prospers, our work prospers; any success in this direction is our success. And I think I may assure you, fellow teachers, that in spite of all the untoward circumstances which have opposed this our work during the past year—in spite of the obstacles thrown in the way of this, as of every other element of civilization, and humanity, and progress, by war in any form, and especially by such a fearful fratricidal carnage as devastates our land—which has distracted from us public attention and sympathy, which has taken to the field our most promising pupils and most active teachers, which has filled our land with mourning, has disorganized society, and has so shrouded the future of our country that only those whose faith can lay hold on the immutable throne can hope, and plan, and build for the future—in spite of all these most serious hindrances our course has been forward—onward. We have achieved positive and permanent progress. If, in our labor, we have no Port Hudson, or Vicksburg, or Gettysburg to rejoice over, we have no wasted Antietam to regret, no bloody Fredericksburg, or Chancellorsville, to mourn. There are a few items which you will permit me to mention as, in my judgment, indications of progress,—successes from which we may take heart.

The first mark of progress, we may find in the success of our newly adopted system of County Superintendency. The framers and friends of this scheme did not expect perfect, unalloyed success in the outset. They knew that there would be many difficulties in the way, arising partly from the defective preparation of the public mind, but mainly from the men who should be elected to fill the offices thus created. In some cases these difficulties may have been encountered. Visionary men may have been

chosen, whose strength has been wasted in devising utopian schemes for a distant future, rather than in planning practical work for the present; noisy men, fond of intellectual county fairs; indolent men, too lazy to do more than obey the letter of the law as little as possible; shiftless examiners, who allow candidates to take home their work and do it at their leisure; incompetent men elected only because nobody else in the county would take the place for the pay;—all these dead-heads may be found, but the majority of these superintendents we know to be competent, practical, active, earnest men, who are doing thorough and substantial work. We know them to be self-sacrificing, for scarcely one of them can afford to do the work for the salary allowed. We have seen their labors in Institutes, in their careful and rigorous examinations, in their faithful visitations. Incompetent teachers dread their coming, are turning their attention to other pursuits, are enlisting, or going to school. We congratulate the Superintendents on their success. May the shadows of the inefficient grow less, and the salaries of the competent greater, before another winter. And above all may they realize the responsibility of their position, and be endowed with wisdom in the performance of their duties.

2. The revision of the School Law made during the last session of the Legislature, serves to give definiteness and character to our School Code which will do valuable service. Though no marked changes have been introduced thereby, the existing laws, together with the decisions of the Department of Public Instruction have been clearly stated and methodically arranged, so that the community, and particularly the officers charged with the execution of the laws may thoroughly understand their duties. Any elaborate discussion of the law as it now stands will not be expected of me, as it is understood that a committee, appointed by the Association for that purpose, is prepared to report.

3. The friends of education have reason to rejoice that, at length, a Normal School is in successful operation in our State.

The first appropriation of public funds for Normal instruction was made during the legislative session of 1857. It was then enacted that one-fourth of the gross proceeds of swamp and overflowed lands, which had been donated to the State by Congress, by act of 1850, should be set apart as a permanent fund in charge of a Board of Regents, and that the income of such fund should be appropriated annually to such colleges and academies in the State, as should provide Normal Institutes, in accordance with the provisions of the act. This law was so amended in 1858 as to allow Union or High Schools which should comply with its provisions to participate in its benefits. While the country was pros-

perous this fund yielded liberally and was distributed as liberally,—one institution receiving nearly $2,500 in one year.

In the summer of 1859, the University and Normal Regents engaged the distinguished services of Henry Barnard, LL.D., of Connecticut, and entrusted to him the duties of Chancellor of the University and Agent of the Normal Fund. As he entered upon his labors new energy was at once infused into all branches of education. Dr. Barnard immediately organized a series of Teachers' Institutes throughout the State, which were conducted by such able educators from abroad as Professors Ogden, Wm. Russell, F. C. Allen and C. H. Allen, assisted by all the earnest and active teachers at home. These Institutes were continued with the most encouraging success for nearly three years, and until they were superseded by those held under the direction of the County Superintendents. Meanwhile the Normal classes began to receive special attention. A course of study was prescribed. A rigid system of examination was adopted, much to the discomfort, it must be confessed, of some institutions whose large subsidies suffered immediate and serious depletion. Scarcely were these complicated labors commenced when the failing health of Dr. Barnard forced him to return to the bosom of his family, and ultimately to sever his connection with the educational interests of Wisconsin. The other assistants whom he had temporarily employed returned to their more immediate duties, and the entire labor of the Normal Fund devolved upon Prof. C. H. Allen. How faithfully, impartially, and successfully those duties have been performed, let the thousands of teachers whom he has met in Institutes and Normal classes testify. The serious inroads made upon all public funds, when the outbreak of the Rebellion threw the finances of the nation into confusion, forbade the Normal Regents from employing the full time of an Agent, and Prof. Allen opened temporarily, a school for normal instruction at Madison. The experiment thus privately undertaken proved the feasibility of the plan. In March last a Normal Department was opened in the State University. The south building is appropriated to it, and its pupils, in addition to their special instruction, are admitted to the regular University lectures upon Natural Science, Philosophy and Literature. It has passed through its first and preparatory term successfully. The names of more than a hundred pupils are upon its catalogue. It should receive, and I doubt not, will enjoy the fostering care of all friends of public instruction.

It would ill become one, who, like myself, has been personally concerned in giving instruction under the system which was adopted by the Board of Normal Regents, and which is still in force, to criticize its results unkindly. There was an imperative necessity that something

should be done to improve the instruction given in our public schools. No better plan could have been devised at the time to meet the immediate want. Yet you will at least give me credit for candor, when I express my conviction that this system has not given and can never supply, either in kind or quantity, the normal instruction which our schools demand. Our Colleges, Academies and High Schools are designed for other kinds of work. Their own legitimate work they must perform first. The normal class becomes, of necessity, an appendix, and can only receive such attention as may be given after the more pressing demands of the institution have been met. The course of study adopted by the Board of Normal Regents clashes in almost every instance, in some degree, with the regular course of the instruction. This is no fault of either; it is the natural result of an attempt to combine two systems which are generically different. Thorough, practical, effective Normal teaching can do its full service only in a school which makes it the central idea, and all others subordinate. The extent, the importance, the dignity of the work, demands the first and the entire service of those who undertake to perform it. Any thing short of this, like all temporary expedients, is instable, unthrifty, and will ultimately be useless.

4. The next item to which I would direct your attention, and, in my judgment, by far the most important in its possible results, is the acceptance by the state of the provisions made by Congress for the foundation of an Agricultural College. The doctrine that it is wise and politic for the State to provide for the instruction of all its children, seems to have been practically recognized by the general government, and in its broadest acceptation. Three times have donations, most magnificent in extent, been made for educational purposes, from the public domain.

First, the sixteenth section, being one-thirty-sixth of every township, was set apart, wherever the nation owned the soil, as a foundation for public instruction in Free Schools.

Next, a donation was made to each new State,—to each of the daughters, as a portion of her dowry, when she took her place in the great family of States,—of seventy-two sections, or about 46,000 acres, of land to be selected wherever, within her own limits, the land might be most valuable, as the foundation for a State University.

Now, in the midst of perils and commotions, with unwavering faith in a prosperous and glorious future, the nation offers to each of her loyal children a princely gift, with which to furnish, throughout our land, instruction in all those arts which lie at the foundation of national growth and prosperity.

This triple foundation, broad, ample, permanent, may furnish, if properly applied, in the Public School, in the University and in the Scientific

School, the most extensive, the soundest and the most practical education, to every child, no matter what may be his rank in society, or his condition in life.

The act by which this last gift was made was for a long time before Congress; it met most violent and persistent opposition. Once passed both houses of Congress, it was vetoed by the President. It came to be considered a partizan measure, and met all the obloquy and abuse which are the inseparable companions of party warfare in our country. And now, carrying with it the odium of a party measure, it is distrusted by one side, and hardly appreciated by the other. Rightly understood, it will one day be a matter of surprise, and to some, possibly, of chagrin, that a measure which should so provide for the highest material interests of the country should be opposed by any persons or party, professing to consider the national welfare.

This act is usually known, and has been generally discussed, as an act providing for the foundation of Agricultural Colleges. Its scope is far broader, and its utility increases with its breadth. Its title and the fourth section clearly set forth the uses and purposes for which it appropriates a portion of the public domain.

It is entitled "An act donating Public Lands to the several States and Territories, which may provide Colleges for the benefit of Agriculture and the Mechanic Arts."

It appropriates "An amount of public land, to be apportioned to each State a quantity equal to 30,000 acres for each Senator and representative in Congress to which the States are respectively entitled by the apportionment under the census of 1860." This clause gives Wisconsin 240,000 acres of land. Sec. 4. "Be it further enacted, that all moneys derived from the sale of such lands aforesaid, by the state to which the lands are apportioned and from the sale of the land scrip hereinbefore provided for shall be invested in stock of the United States, or of the States, or of some other safe stocks, yielding not less than five per cent. on the par value of said stock; and that the moneys so invested shall constitute forever a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in Sec. 5, of this act) and the interest of which shall be inviolably appropriated by each State which may take and claim the benefit of this act, to the endowment, support and maintenance, of at least one College, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to *agriculture* and the *mechanic arts*, in such manner as the legislatures of the States may respectively prescribe, in order to promote

the *liberal* and *practical education* of the *industrial classes in the several pursuits and professions of life.*"

Here may be seen the broad, statesmanlike scope of the act. It is intended to foster the interests of no section or class. Its language could not be broader or more explicit. On this foundation should be constructed an institution which shall promote all technical science and art—a POLYTECHNIC COLLEGE.

We are accustomed to bo ast of the great extent and undeveloped and inexhaustible resources of our country. Our most extravagant boast falls short of the reality. But this very fact should awaken us to the responsibility which our position involves. The problem to be solved is, how may these resources be developed most speedily and effectively? Let any one ride over our great valley from the Alleghanies to the Mississippi and he sees that we have yet but begun to subdue and cultivate the soil; that from what is tilled we fail to secure what it might easily produce; that we are pursuing such methods of agriculture as tend to impoverish rather than to improve the soil.

We have taken immense strides in the development of our railroad system, and the large expenditure has been abundantly repaid,—but vastly more is yet to be done in the same direction, and we need the conjoined labor of science and practical skill to do this work economically and efficiently. Every road that is constructed requires the constant supervision of careful engineers to keep its structure and its machinery in order.

Harbors are to be constructed and maintained all along our maratime and lake coasts. Rivers are to be improved, sand bars and rocks to be removed, docks and piers, booms, dams, locks and bridges to be built and kept in repair. Cities are springing up throughout our land which are to be graded, paved and drained, and supplied with water and light. Buildings are wanted for public and private uses; churches, colleges, school-houses, courts, jails, prisons, mills, warehouses and dwellings. How many of these are costly indeed, but are offensive to correct taste, badly ventilated, inconvenient, and positively unsafe, because constructed by architects who were ignorant of the scientific principles which should govern their structure.

Our country is to be filled with machinery. The forces which move the air and the water, the demon of fire which lurks in our forests and mines, are doing us great service, but must be made to labor for us in a thousand ways not yet dreamed of. We must invent and construct the machinery by which these forces may be used to the uttermost. A saving of one per cent. of the fuel used in the United States would yield millions of dollars, and a very simple computation will show that more value of coal and wood is wasted in smoke, in our country, per annum, than

this entire appropriation of public lands for scientific schools amounts to.

Our hills abound in valuable ores and the wealth of our mines will be measured only by the skill with which they are opened and wrought.

We have but suggested the various channels in which the industry of the nation must follow. We have not turned aside to notice the wants which luxury and culture will create. Increased results, in any of these directions ; benefit the nation, rich and poor alike. He who makes two blades of grass grow where but one grew before has long been recognized as a public benefactor. He who makes any power of nature do but a tithe more than it has been wont, is equally a public benefactor.

Now in all these branches of human industry great improvement must follow the practical application of scientific truth. Immense loss is constantly incurred because the laws of nature, revealed by science, are unknown or neglected. Sometimes the loss is in property and can be estimated; sometimes in life, and is beyond computation. When the bridge over the Des Jardins canal in Canada West, fell, and many persons were crushed or drowned, the superintendent and engineer of the road testified under oath that the strength of the structure had never been estimated ; that it was not usual to make such an estimate, and that he did not know how. He supposed it was strong enough because it had not fallen. The fall of buildings is too common to attract more than a passing paragraph. Their strength cannot be proven by experiment, but the laws of the strength and pressure of materials are so thoroughly investigated and correctly understood, as to make the computation simple and easy. The materials of a Howe Bridge may be so arranged by calculations which would not require more than a day or two, as to give double the strength usually secured.

Our land is full of inventors. Men of quick apprehension, familiar with the practical uses of materials ; but without scientific training, they are constantly reproducing condemned ideas, and forms of implements or machinery, whose failure might easily have been predicted by one familiar with the laws of mechanics.

Mining interests suffer seriously for want of skillful engineers. Whitney, in his Metallic Wealth of the U. S., speaks of mines which have been spoiled by bad management. How many fortunes have been wasted in coal, copper, lead and gold regions, in opening works entirely out of the possible range of ores as shown geologically. In the vicinity of Pottsville, Pa., some years since, a gentleman pointing to a pile of rubbish on the opposite side of a valley, remarked, that he spent $75,000 in that hole. He used all the money he had or could borrow—then he thought it time to study Geology. He procured books and informed himself. With his dog and gun he hunted over that whole territory. He studied carefully

he position and relation of the strata, and became satisfied that the mammoth vein of coal could be reached by a vertical shaft of about 400 feet, where his works afterward stood. The work was undertaken, the vein reached in less than the required distance, and he had the best mine in the valley. What money and luck could not do, thoughtful brains did.

The maximum effect of undershot water wheels of ordinary structure is set down at 28½ per cent. of the mechanical power of the water used. The French mechanician, Poncelet, investigated mathematically the shape of the buckets of the wheel, and by changing their form produced an average useful effect of 57 per cent. Fourneyron, a young French pupil, then a recent graduate from the Polytechnic school at Paris, studied the horizontal wheel, and by scientific deductions produced one which would "work either in or out of back-water, under high or low pressure,' and which yielded 70½ per cent. instead of 30 per cent. Similar instances might be multiplied indefinitely.

European governments have long been awake to the duty of furnishing technical instruction to their subjects.

The Polytechnic school of France was established by a decree of the National Convention in 1794, by the influence of such men as Monge, Carnot, Lagrange, Laplace and Berthollet. Its original object was the diffusion of Mathematicnl, Physical and Chemical Science, and the graphic arts. Its pupils have generally become engineers, military, naval and civil, and have been placed in direction of public works. Besides the Polytechnic school, and in some instances subsidiary to to it, may be found at Paris, the Central School of Arts and Manufactures, the Conservatory of Arts and Trades, the Academies of Design and Fine Art, School of Roads and Bridges, the Garden of Plants, the School of Mines, and various schools devoted strictly to Military Science. Besides these institutions at the metropolis, well officered and fully attended, industrial education is provided throughout the empire.

The Kingdom of Saxony, with a territory little more than one-tenth that of Wisconsin, supports a Polytechnic school at Dresden, a school of Forestry at Tharandt and a Mining Academy at Freiberg, all schools of continental fame, besides six Academies of Arts and Mining, and sixty-nine lower technical schools. Prussia, Belgium, Austria, Russia and the lower German States, have all made numerous and extensive foundations for technical instruction.

Previous to the Great Exhibition of 1851, Great Britain had supposed that she excelled the world in the variety and excellence of her manufactures. She possessed extensive mines of coal, iron and other metals. Her institutions were the freest in Europe, her people the most intelligent. But it was clearly demonstrated that England was falling surely

and rapidly behind the nations of Continental Europe, and that instead of being superior to all, she was fast becoming inferior to many. The Royal Commissioners reported to the crown that England would lose her strength and pride unless some new measures should be taken to give instruction in theoretical and practical science. As a result of this humiliating discovery a Department of Science and Art was at once organized, and a Parliamentary appropriation of £80,000 sterling was made as a beginning for a Scientific School.

We talk largely of the versatility of American genius, and brag of various successes which we have achieved over Europeans. In ships and steamers, wooden or iron-clad, in machines for harvesting, for sewing, for making fire-arms, both great and small, in false teeth and wooden legs, and in many other particulars the Yankee does excel. We look complacently at the individual items in which we have won a victory, and we glorify the universal Yankee nation. But if we look about we discover many articles of common and necessary use, of foreign manufacture, which we prefer to our own, not because they are cheaper, but because they are better. American brown and bleached cottons compete successfully with English and French goods of the same grade, but every lady knows the superior excellence of English and French prints both in beauty of design and permanence of color. The same is true of all varieties of silk, linen, and woolen fabrics. For drugs and dyes, for the finer manufacturers of iron and steel, for earthenware and porcelain, for writing and wall paper, for leather, for surgical, mathematical and optical instruments, for an innumerable variety of items, we are obliged to go to England, or France or Germany, when we wish for excellence in quality, in workmanship, or design. The new object glass made by Alvan Clark and secured for the University of Chicago, is the best in the world, but it must go to Munich to be mounted. The great rubber companies of New York have to import their designers. Our mines are directed in many instances by Welsh and Cornish men, who were but common laborers at home. The architects of our own State Capitol are Germans. The only cause which prevented us from importing a larger number of engineers to construct our lines of railways and canals, was that a long peace gave the graduates of our Military Academy at West Point, nothing to do in their legitimate profession, and forced them to seek employment in Civil Engineering. In short there has been a consciousness that men of scientific attainments were better qualified to direct responsible and important enterprises than the uninstructed who must grope in darkness, experimenting as they go, at the expense, frequently to the ruin, of their employers. I would not for an instant underrate the genius, the skill, the success of Americans. But as long as we believe we are first, we

shall make no earnest effort to be foremost. We must recognize that other vessels equally fleet, equally staunch, are on the wave; if science fills their sails with prospering breezes, we must spread our canvass, or we shall be left behind. The opportunity is now ours; what use shall we make of it?

It will be seen that the diverse interests to which I have referred arrange themselves in a few specific classes, viz:

1. Construction, including Civil Engineering and Architecture.
2. Mining and Metallurgy.
3. Mechanics, or the construction and use of machinery.
4. Chemistry, with its applications to Manufactures and Agriculture.

To these the act adds

5. Military Tactics.

These, all alike, rest upon the same foundation, viz: The application of Mathematical and Physical Science and graphics to the several pursuits and professions of life—industrial life,—and the corner stones of the whole structure are Mathematics and Chemistry. The pupils who become proficients in any of the specialities above mentioned must be thoroughly grounded in each of these sciences, with their various kindred ramifications. Hence it will be seen that for a large portion of a course of study designed for any of these pursuits, pupils may economically and successfully pursue their studies together. They need to diverge only when they come to study the application of the principles to the specific subjects in which they wish to perfect themselves. Even then the digression is only partial, not complete. The miner will make mining prominent, other subjects subsidiary. The chemist must keep up an acquaintance with mechanics, and the architect with chemistry. And these subjects must be taught with an energy and precision almost unknown in American Seminaries, and best illustrated on this side the water in our often unjustly censured military school at West Point. The lower mathematics, the Algebra, and Geometry, and Trigonometry, must not be mere bundles of dead theorems and formulæ, like the curious specimens in the shop of Hogarth's Apothecary. They must be as familiar and as thoroughly at the student's control as the tools of the smith, or the colors of the painter. They lie at the door of mechanics as the multiplication table lies at the door of arithmetic. They are the keys with which to unlock the secret chambers of nature's storehouse, whence may be brought lofty structures and curious and elaborate mechanism.

The students in chemistry must do something more than sit, for three months, erect on a hard bench, like rows of empty firkins, to be filled daily even by so earnest and eloquent a lecturer as the learned professor* who is to address you this morning. They must spend many months by

* Dr. Carr.

themselves, under judicious supervision, with test tube and lamp, with blow-pipe and charcoal, working out patiently their own knowledge; failing and learning why they fail; achieving success and acquiring a complete mastery over the material elements around them. These same principles must underlie all the instruction given. The pupil must not be told how such and such things may be done—he must be made to do them, himself.

The framers of this act have wisely guarded it, and among other conditions, two are peculiarly important.

The first of these makes the state responsible for the integrity of the fund. She must replace any loss or diminution which may befall the principal from any cause whatever—she cannot use more than the interest, and that only for the purpose specified. It will concern every tax payer in the State to watch this fund, that it may not vanish under the dexterous manipulations of any financial conjurors, whether they may be few or forty in number.

The second provision is that no portion of the fund shall be locked up in piles of brick and mortar. More danger threatens from this source than many imagine. The magnificent corinthian temple which crowns Philadelphia, was built by Nicholas Biddle at a cost of nearly $2,000,000, from the fund left by Stephen Girard for the maintenance and instruction of orphan children. A fraction of this sum would have sufficed for ample buildings, and the mass of this fund might have been left for its legitimate purpose. This is but an exaggerated case. In many instances the projectors of institutions of learning have not only expended all their available funds, but have actually saddled their enterprises with debt, for edifices, imposing enough, but which they had no means to furnish, and whose professorships they had no funds to endow. In this we find one of the reasons why so many American Colleges drag on a miserable, sickly existence. In the case before us, it is provided in the organic act that "no portion of the fund or the interest thereon shall be applied, directly or indirectly, under any pretence whatever, to the purchase, erection, preservation, or repair of any building or buildings whatever." The enterprise must secure what buildings it needs from some other source.

Two mistakes are likely to be made in the application of this fund both arising from a disposition to divide caused by that cupidity and jealousy which exists, unfortunately, even among educators. The first is, to attempt to found in different localities schools for different specialties. The time may come when this may be advisable. For the present it should not be allowed, on the score of economy. I have already shown that the same outline of science underlies all these specialties. They can be

taught as well by one corps of instructors as by more, until the number of pupils shall require subdivision.

But the evil most to be feared is that every Academy and College in the State will appoint some professor of Agricultural Chemistry, or of Civil Engineering, or of Mechanical Philosophy, or, perhaps, take the whole at a lump, and create a Professorship of Polytechnic Science, and will then come knocking at the Legislative Halls, asking for a portion, or claiming to be the original Jacob, and demanding the whole. And so, to keep peace in the community, this valuable donation will be scattered to the winds. This practice of dividing educational funds and interest has already wrought much mischief in our State It was only last winter that a project was hatched to scatter the University Fund. The Normal Fund, barely sufficient to sustain a respectable Normal school if kept together, is divided, and practically lost, while the best, and in fact the only Normal School we have, receives nothing from the fund, and is supported by its tuition. The whole collegiate interest of the State is distributed among seven or eight institutions, scattered, to be sure over a wide territory, but in a population half as large as that of Massachusetts, who contrives to educate her own and half her neighbors' children in three colleges. If these seven or eight colleges could by any synthesis be condensed into one or two, there might, perhaps be fewer professors in the State, and some imposing piles of stone mignt revert to creditors or be sold, but there would be funds enough and pupils enough for a respectable and valuable work. The temptation would not be so irresistible to send forth half-fledged graduates, in order to have an occasional Commencement. The professors would not be put to such shifts to get a living. They would not need to frequent the lobbies of the Capitol as of old. They would not be forced to descend to the level of the Public Schools, and these schools would cease to annoy them as competitors, and would become active coadjators and feeders. We should no longer hear learned, I will not say educated, men, who ought to know better, but who have gazed at scholastic gowns and Oxford caps so long that they are afflicted with mental strabismus, proclaim that the Public Schools are failures, and Public Instruction a humbug.

Let those who have the management of this fund learn wisdom from experience. It will be ample for many years if kept entire; it will be worthless if divided. It should be located at some central point, where a suitable experimental farm may be secured, near enough to the mining sections to be easily accessible, in the vicinity of some important town whose industry has gathered a variety of machinery and manufactures. Let the men be selected to carry on the work who are best fitted by talent, culture, and tact in imparting instruction. Where this shall be done

or by whom, is the concern of no individual. That it should be done—honestly, faithfully, intelligently, is the concern of every one of us.

I do not think any apology is due for occupying so much of your time with this subject. I have attempted, too briefly and imperfectly, perhaps, to give an idea of the value of this donation, and of the disposition which should be made of it. I believe that it may be made the crowning glory of our educational edifice.

Meanwhile most of us are delving among the foundations. Let us not grow weary. Let us rather rejoice that we may lay these foundations deep and secure. Our corner stones should rest on the everlasting and immutable principles of truth, justice, humanity, and equity. We have more to do than to teach from books the elements of science. We have to inculcate by precept, we may infinitely better by example, the elements of useful, earnest, noble, manly and womanly character. True it is that "it were easier to teach twenty what were good to be done than to be one of the twenty to follow our own teaching," but that one following will be more potent than an hundred teachings.

It is not true that our public schools are failures. It is not true that they are built on the sandy foundation of talk and rant. Two hundred and fifty years ago the men of the North placed Free Schools as one corner stone of their political and social structure, and it stands. Two hundred and fifty years the men of the South have built without this stone—their corner stone of human bondage left no place for it. Their edifice has terribly fallen, and has almost overwhelmed ours in its ruins. If we have failed it is morally certain that another such failure would have made a free people and a united Republic. I rejoice to believe that none in the north are more intensely loyal than the teachers. Save the nation from demagogues now, and we will kill the breed.

May the members of this Association go hence fresh, vigorous and earnest, for their coming toil. May we attain more adequate conceptions of the duties that rest upon us, and discharge those duties as responsible to God, and to our Country.

BE SIMPLE, be unaffected, be honest in your speaking and writing. Never use a long word where a short one will do. Call a spade a spade, not *a well-known oblong instrument of manual husbandry*; let home be *home*, not a *residence*; a place a *place*, not a *locality*; and so of the rest. Where a short word will do, you always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and in the estimation of all men who are qualified to judge, you lose a reputation for ability.—DEAN TRENCH.

PROCEEDINGS OF THE ELEVENTH ANNUAL MEETING OF THE WISCONSIN STATE TEACHERS' ASSOCIATION.

The Association met pursuant to the call of the President, in Simmons' Hall, in Kenosha, on Tuesday, July 28th, at 8 o'clock, P. M., and was called to order by the President, S. H. Peabody, of Racine.

Rev. Dr. Gridley of Kenosha, welcomed the Asoociation to the hospitalities of the city, and was responded to by the President on behalf of the Association.

Prayer was offered by the Rev. J. T. Matthews, of Kenosha, after which an Address was delivered upon "Popular Education," by Rev. Joseph Emerson, D. D., of Beloit College, Beloit, Wis.

WEDNESDAY, July 29, 8¾ A. M.

On motion, it was voted to appoint the usual committees; also a committee on Music consisting of F. B. Williams of Palmyra, H. B. Coe of Genoa and Rev. A. Kidder, of Eau Claire.

On motion, A. J. Cheney of Delavan, was appointed Assistant Secretary, and David Parsons of Grant county, Special Secretary to report the proceedings of the Association for publication.

After prayer was offered by Rev. Dr. Gridley, of Kenosha, an Address was delivered by the President, upon the Progress of Education in the State, which was followed by an Address upon Physical Culture, by Prof. Hascall of Michigan, closing with some examples of physical exercises appropriate for schools.

The County Superintendetns of the State occupied the remainder ot the forenoon session with a discussion upon Regular School Attendance, in which Messrs. A. J. Cheney, J. Wernli, P. S. Elwell, J. W. Morley, D. W. Rosencrans, S. L. Hooker, H. N. Comstock, H. B. Coe, N. E. Goldthwaite, and Rev. A. Kidder, participated. Hon. J. L. Pickard, State Superintendent, presiding.

WEDNESDAY, 2 o'clock, P. M.

The President announced the following committees:

On Enrollment.—N. E. Goldthwaite, Fox Lake; D. S. Hall, Geneva; J. Wernli, Iola.

On Nomination of Officers.—Rev. A. Kidder, Eau Claire; Wm. M. Colby, Madison; L. H. Warren, Darlington; F. B. Williams, Palmyra; —— Graham, Kenosha.

On Journal of Education.—A. J. Craig, Madison; D. W. Rosencrans, Columbus; S. D. Gaylord, Sheboygan.

Unfinished Business.—S. T. Lockwood, Janesville; T. N. Wells, Elkhorn; G. W. Hunt, Beaver Dam.

On Place of Meeting.—R. A. Donaldson, La Crosse; L. R. Leavitt, Lake Mills; B. A. Barlow, Stoughton.

On Resolutions.—D. G. Purman, Lancaster; L. Stone, Milwaukee; D. McGregor, Waupaca; C. E. Spinney, Oconomowoc; J. K. Purdy, Fort Atkinson.

On Honorary Members.—I. Stone, Kenosha; F. C. Pomeroy, Milwaukee; J. H. Colt, Rochester.

Mr. F. C. Pomeroy of Milwaukee, read an Essay on Mental Arithmetic, after which the audience united with the committee on Music in singing the "Battle Cry of Freedom."

Prof. R. Richards, of the Illinois State Normal University conducted a spirited recitation in reading, selecting his class from the teachers present; which was followed by gymnastic exercises conducted by Prof. Hascall.

After a brief recess, an interesting discussion was held by the County Superintendents upon the "Test of ability to Teach," J. T. Eberhart of Chicago and Col. J. G. McMynn of Racine, participating.

The President announced as a Committee on Finance, Messrs. A. W. Whitcom of Sheboygan, Rev. G. S. Bradley, of Racine, and C. W. Cutler, of Whitewater, when the session was closed by singing.

WEDNESDAY, 8 o'clock, P. M.

Prayer by Rev. Mr. Parmlee of Kenosha, followed by singing "America."

Prof. R. Edwards of Illinois, delivered an Address upon the "Influence of Teaching upon the Character of a Teacher."

The audience sung "Old Hundred" after which, by request, Miss Elkins of Kenosha, favored the Association with "E Pluribus Unum."

THURSDAY, July 30, 8½ o'clock, A. M.

On motion, Hon. A. J. Craig of Madison, and Messrs. E. W. Peet of Milwaukee and Wm. L. Colby of Madison, were appointed a committee to form an Army List of Wisconsin Teachers.

Rev. A. Kidder of Eau Claire offered prayer, when Rev. J. B. Pradt of Madison, Chairman of the Committee on School Laws, read a Report closing with the following resolutions:

I. *Resolved*, That in the judgment of this Association the proper efficiency of our Public School system requires:

1. A plan of Town Organization of the schools.
2. The general introduction, as far as practicable, of graded schools.
3. More attention to School Architecture and a better supply of School Apparatus.
4. The carrying out of the intention of the Constitution in regard to School Libraries.
5. More earnest and systematic attention to the physical, æsthetic, moral and religious training of children in the schools, as well as more enlightened methods of instruction and intellectual development.
6. The appropriation of aid by the State to the holding of Teachers' Institutes.

7. The establishment of a series of Normal Schools, and the division of the State for this purpose into Normal School Districts, and the appointment of Normal Superintendents over those districts, who shall also constitute a State Board of Education.

8. The establishment of a grade of permanent or professional teachers' certificates, to be granted to graduates of Normal Schools, and to others who pass the requisite examination.

9. The selection of County Superintendents from the number of those who hold such certificates, or equivalent credentials.

10. The establishment of a Polytechnic Institution for the promotion of agriculture and other industrial pursuits, with provision for military education.

Resolved, That a committee be appointed whose duty it shall be to bring these measures before the Legislature, in such manner and at such times as they shall deem most proper, and as they shall be instructed by the Association.

Resolved, That the County and City Superintendents be requested to co-operate with the committee in circulating petitions to the Legislature to grant such enactments as they may deem desirable from time to time.

On motion, the report was accepted, and after some discussion, the further consideration of the subject was on motion postponed.

S. T. Lockwood of Janesville, read an essay upon "Sports suitable for School Grounds," after which Prof. Hascall presented a variety of gymnastic exercises.

The subject of "School Visitation" was discussed by County Superintendents, and others, J. D. Philbrick, Esq., Supt. of schools in Boston, participating by request.

THURSDAY, 2 o'clock, P. M.

Session opened by singing "Stand up for Uncle Sam my Boys."

Class exercise in Grammar by Mr. I. Stone of Kenosha, who selected his class from the audience and called upon one of the members, Prof. Samuel Green of Brown University, R. I., to conduct the recitation.

Prof. Hascall conducted a physical excercise, causing considerable merriment.

After a short recess, Hon. J. L. Pickard read an essay entitled "Bird's Eye View of the Profession."

Col. J. G. McMynn having been invited to address the Association, made some forcible remarks upon the Relation of Teachers to the present state of Country.

Miss H. N. Bartholomew of Racine, conducted a class exercise in Map Drawing, a class having been selected for the purpose from the Racine Grammar School.

THURSDAY, 8 o'clock, P. M.

Singing—"The Star Spangled Banner."

Address by John D. Philbrick, Esq., of Boston, upon the Self Education of Teachers, followed by singing the Doxology.

FRIDAY, July 31, 8½ o'clock, A. M.

Exercises were opened by singing "Homeward Bound."

The Committee on Finance having examined the accounts and vouchers of the Treasurer, reported the same correct; whereupon on motion, the report was accepted and the account approved as follows:

WISCONSIN STATE TEACHERS' ASSOCIATION,

In account with J. B. Pradt, Treasurer, for the Year ending July 28, 1863.

	CR.
By Cash from last year's account,	$67 50
By Membership Fees at session of 1862,	68 00
Whole amount,	$135 30
	DR.
July 29, 1862, To paid for printing circulars, and postage,	$7 50
Aug. 1, 1862, To paid for printing tickets,	3 50
Aug. 1, 1862, To paid for stationery,	75
Aug. 1, 1862, To paid expenses of Messrs. Bateman, Gregory and Sill,	63 00
Aug. 1, 1862, To paid hotel bills for same,	6 25
Aug. 5, 1862, To paid for use of Hall,	20 00
	$101 00
Balance in Treasury,	$34 50

J. B. PRADT, Treasurer.

REPORT OF COMMITTEE ON JOURNAL OF EDUCATION.

The committee upon the *Journal of Education* respectfully report: That they have examined the account of the Resident Editor, presented herewith, and find the same to be correct.

They are glad to be able to state that the subscription list has been considerably increased during the past year, though but a small number of the teachers of the State seem to value it as the organ of the State Association and a record of educational progress, or as a means of aiding them in their arduous labors. The price has been reduced to 60 cents, and it is hoped that at the close of the ensuing year we shall find the names of a majority of the live teachers of the State upon its subscription books.

Your committee have no recommendations to make in reference to the management of the Journal except to indorse the same by recommending the re-appointment of Rev. J. B. Pradt as Resident Editor.

A. J. CRAIG,
D. W. ROSENKRANS,
S. D. GAYLORD.

Wisconsin Journal of Education, in account with J. B. Pradt, Resident Editor, for the year ending July 1, 1863.

	CR.
By State subscription for Vol. VIII,	$3,445 00
By private subscriptions,	251 24
By receipts for advertising,	344 67
	$4,040 91

	Dr.
To paid Atwood & Rublee for printing,	$2,454 72
To paid postage on State subscription,	318 00
To paid office rent,	75 00
To paid mailing, postage, fuel, &c.,	65 00
To paid publisher's license,	10 00
	$2,922 72
Balance,	1,118 19

J. B. PRADT, Resident Editor.

On motion the report was accepted and adopted.

The resignation of Mr. D. T. Coryell, as Mathematical Editor of the Journal of Education, was presented, and on motion, accepted, and the Resident Editor instructed to fill the vacancy.

On motion it was voted to pay $5.00 for black-board furnished for the use of the class in map drawing.

The committee reported the following as Honorary Members, who on motion were elected:

J. D. Philbrick, Supt. of Schools, Boston, Mass.; S. S. Green, Prof. of Mathematics and Philosophy in Brown University, R. I.; R. Edwards, Principal Normal University, Bloomington, Ill.; C. E. Hewitt, Prof. in Normal University, Bloomington, Ill.; J. F. Eberhart, Supt. of Schools, Cook Co., Ill.; Rev. J. Emerson, D. D., Prof. in Beloit College, Beloit, Wis.; D. F. Dewolf, Prin. High School, Tiffin, O.; G. S. Hascall, Battle Creek, Mich.; C. Sweet, Rockford, Ill.; S. H. White, Prin. Brown School, Chicago, Ill.; W. Butler, Prin. School, Waukegan, Ill.; A. J. Kingman, Harvard, Ill; S. B. Cranbrock, ———; also, F. W. Lyman, Frank Head, Daniel Head, A. Farr, H. H. Tarbil, M. Washbish, S. Fish, Ezra Simmons and J. B. Glover, members of the Board of Education, Kenosha, Wis.

The committee on nomination of officers reported, when on ballot, the following were elected:

President—C. H. ALLEN, Madison.

Vice Presidents—S. T. Lockwood, Janesville; Miss M. A. Merrille, Fond du Lac; Miss F. C. Sutherland, Monroe.

Secretary—A. J. Cheney, Delavan.

Treasurer—Rev. J. B. Pradt, Madison.

Counselors—A. J. Craig, Madison; A. Pickett, Horicon; I. Stone, Kenosha; S. D. Gaylord, Sheboygan; A. D. Hendrickson, Waukesha.

The Committee on Resolutions reported the following, which were adopted:

Resolved, That this Association gratefully acknowledge the protecting providence of God in prospering us during the past year, and now granting us another pleasant and instructive annual meeting.

Resolved That we tender our sincere thanks to the citizens of Kenosha, for the noble hospitality which they have extended to the members of this Association, and also to those Railroad and Steamboat Companies which have granted us return tickets.

Resolved, That this Association is under the deepest obligation to Messrs. Green, Emerson, Edwards, G. S. Hascall, and J. D. Philbrick, Esq., for their labors in behalf of the teachers, and, through them, the people of Wisconsin.

Resolved, That as the educational interests of our State demand a special medium of communication, we recommend to its teachers The Journal of Education, the organ of this body, and appeal to County Superintendents and others in positions of influence, to exert themseves to extend its patronage, that it may be supported independently of State assistance.

Resolved, That while we miss from our annual session many who have been wont to meet with us, we are proud of their self-sacrificing patriotism and devotion to the country; that we have heard with pride of their deeds of heroic bravery on the battle field; that we send to the living to-day a meed of praise from swelling hearts, and that the dead are embalmed forever in our memories.

Resolved, That we as citizens and especially as educators feel it our imperative duty to support the Administration under its present trying circumstances, and to instil into the minds of the youth instrusted to our care the most unswerving patriotism and love for our noble Republic.

The committee on place of meeting reported in favor of La Crosse, which on motion was agreed to.

The appropriate committee reported no unfinished business.

On motion, the report on School Laws was taken up and after a spirited discussion it was adopted, with the exception of the ninth item in the first resolution.

It was also voted to continue the committee on school laws for the purpose of presenting the recommendations of the report to the Legislature.

On motion, the thanks of the Association were tendered to S. S. Schoff, Esq., editor of the Kenosha *Telegraph*, for favors received during the session.

On motion, the Association adjourned by singing "Old Hundred."

S. H. PEABODY, President.

S. T. LOCKWOOD, Secretary.

CONVENTION OF COUNTY SUPERINTENDENTS.

The Second Annual Convention of County Superintendents met at Kenosha, July 28, 1863. The meeting was called to order by David Parsons, Co. Supt. from Grant Co. Hon. J. L. Pickard, Supt. of Public Instruction, was elected Chairman, and J. Wernli, Co. Supt. of Waupaca Co., Secretary.

The President called the roll, when the following Co. Supts. responded as present:

D. W. Rosenkrans, Columbia; B. A. Barlow, Dane; S. L. Hooker, Dane; Rev. A. Kidder, Eau Claire; David Parsons, Grant; Alonzo Wing, Jefferson; P. S. Elwell, La Crosse; J. W. Morley, Sauk; A. W. Whitcom, Sheboygan; A. J. Cheney, Walworth, Rev. A. D. Hendrickson, Waukesha, and J. Wernli, Waupaca.

D. W. Gilfillan, Supt. of Trempealeau, excused his absence by a letter, in which he expressed his opinion in regard to the points selected for discussion. Excuse accepted.

The Chairman called on the Superintendents to give their experience during the last year. The call was responded to by Dr. Hooker, Revs. Kidder and Hendrickson, and Messrs. Parsons, Elwell, Cheney, Wernli, Dodge, (who arrived in the meantime) Wing and Barlow, and by Supt. Eberhart, of Cook county, Ill.

Supt. Pickard expressed his wish that County Superintendents would not give certificates to persons who violate the rules of examination in respect to communication, as it is a sign of a doubtful character. He announced his willingness, always to support the County Superintendents in their decisions if possible; and his wish that Superintendents would stand firm, do their duty, be punctual, and give the same time to all the applicants for certificates.

Mr. Cheney stated that he gives three days for an examination in the Third Grade.

Mr. Hooker inquired how it could be possible to prolong an examination in six branches to that length of time.

Mr. Whitcom was of the opinion that six hours would be time enough to answer sixty questions.

Mr. Hendrickson inquired if it be advisable to circulate Papers of Examination before they are graded by the Superintendent.

The Chairman said: Papers should not circulate at all—by no means before examined by the County Superintendent. School officers and parents may examine them at the table of the Superintendent, but other persons should not get them merely to satisfy their curiosity.

Arrangments were made for the discussion of the first question—on "School Attendance," and it was agreed to supply speakers for the other three questions by draft, which was accordingly done.

The Chairman submitted the following question: Would it not be advisable and proper, to give recommendations to successful teachers, not exceeding five per cent. of the whole number, which recommendations should be an evidence of good success to other County Superintendents of the State.

Adjourned until the call of the Chairman.

SECOND SESSION, July 29th, 1863.

The subject of "School Attendance" was taken up.

Mr. Cheney spoke in favor of compulsory attendance and wished better teachers.

Mr. Wernli believed it the duty of the State to educate all her children, even though by force.

Mr. Elwell was in favor of distributing the public money according to the average attendance, and thought ardent teachers would succeed if supported by the school officers; wished more attractive school-houses and better instruction; and if all these were not successful, than compulsion.

Mr. Comstock was against Legislative action, and wished that love should govern in school matters. Mr. Goldthwait was for a law requiring attendance; also Mr. Kidder. Mr Coe spoke against rigid measures and wished love applied.

Adjourned.

THIRD SESSION, July 29, 1863.

The discussion was upon the question: "How to examine teachers in regard to their Ability to Teach." The speakers were limited to 7 minutes each.

Supt. Eberhart, of Cook county, Illinois, said that he inquires of his teachers the place of their education, about their studies, watches their answers and faults, inquires about their plans and systems, and gives them frequent opportunity to question him, by which methods he can find out if they are able to teach.

Mr. Barlow said something else than mere knowledge should be required, and that ability to teach could not be sufficiently tested in an examination.

Prof. Green, of Brown University, Rhode Island, would find out their qualifications in respect to ability by inquiring of some of the teachers' acquaintance and of scholars, and by visiting their schools; also by being asked questions by the applicants for certificates.

Mr. Parsons said that the time has not arrived yet to test the ability to teach in examinations; that we have two classes of teachers—one class experienced, the other not. Let the teacher teach a class in reading, let others criticise.

Mr. McMynn of Racine, would not try to puzzle teachers; yet he would require learning and self possession; and to test their ability he would call a class of boys to be taught.

Mr. Geo. D. Hunt wished that some Superintendents might be better qualified themselves.

FOURTH SESSION, July 29, 1863.

Moved by Mr. Rosenkrans to adopt the standard of qualification from last year. The motion prevailed.

Mr. Hendrickson inquired of the Chairman if Superintendents should give the Second Grade Certificate to teachers without experience, if in examining the school they were convinced of their ability?

Mr. Pickard answered, that in such cases a Second Grade Certificate might be granted without a re-examination.

The question: Is it not beneficial to teachers and schools, to grant at the end of a term certificates of recommendation to the most successful teachers, not exceeding five per cent. of the teachers in the county, was taken up, discussed, and laid on the table.

Adjourned to 7½ o'clock, A. M. of the next day.

FIFTH SESSION, July 30, 1863.

The question about Recommendatory Certificates was again discussed, but on motion it was left upon the table.

The Chairman advised the Superintendents to give the standing of qualification to teachers immediately after the examination, if they apply merely for the Third Grade, and to send them the proper certificate after they shall have determined in what town they will teach.

On motion of the Chairman, it was agreed to give the standard in respect to Practice of Teaching separately, and not to have it printed among the branches, in order to make it an object to our teachers to strive for perfection.

Adjourned until the call of the Chairman.

SIXTH SESSION, July 30, 5 o'clock, P. M.

The subject of discussion was School Visitations and their End.

Rev. Kidder said one of the ends is to watch the primary instruction, as one of the most important things.

Mr. Dodge said there were two objects: to encourage teachers and to teach them; if change in management is necessary, talk to teachers privately; encourage the ornamenting of the school-room, and the building of better houses.

Mr. Whitcom said that to select materials for the next institute was one of his objects; that the prosperity of the schools depends principally upon the teachers.

Mr. Sweet, of Illinois, would not meddle with teachers; would allow individual methods, if they accomplish the desired end; would try to influence parents and scholars; especially scholars.

Mr. Hendrickson said that to complete the examination in regard to ability; to encourage teachers, to remove embarrassment by familiar dis-

courses; to reach the community by lectures, and exercises of several schools united, were the objects to be accomplished.

Mr. Philbrick, of Boston, would see what improvements were necessary; the expectation of a visit would stimulate; visits should be unexpected; addresses natural and unstudied.

Adjourned until the call of the Chairman.

SEVENTH SESSION, July 30, 1863.

The State Superintendent announced that he wished the written report of County Superintendents before the 1st day of November.

Adjourned *sine die*.

J. L. PICKARD, Chairman.

J. WERNLI, Secretary.

SUPERINTENDENT'S DEPARTMENT.

TO DISTRICT CLERKS.

Will you please call the attention of the electors of your District to provision of law relative to the Annual Meeting. Special acts have been passed changing the time of the Annual Meeting of several Districts. This general enactment gives to any District desiring a change the opportunity to make it without special legislation. All Districts employing teachers by the year will find the change very desirable, since officers will be elected and taxes levied before the commeucement of the school year. The change allowed will bring the Annual Meeting previous to the time of making the Aunual Report, so that the Report may be more accurate and embrace facts contained in Officers' Report to the District. Under the present system the Annual Report brings up the records of the District in some material points only to within eleven months of the date of the Report—e. g. the report made this year in August contains some facts found in Officers' Reports of September previous.

It will require a majority of all the electors of the District to make the change. A majority of the electors present at the Annual Meeting will not answer the purpose unless it be also a majority of all the electors.

The change once made remains a permanent change, unless the vote be rescinded at some Annual Meeting by a vote of a majority of all the electors of the District.

The law reads as follows:

SEC. 17. The Annual Meeting of each School District shall be held on the last Monday

of September in each year. The hour of such meeting shall be seven o'clock in the afternoon, unless otherwise provided by a vote of the district, duly recorded, at the last previous annual meeting: *Provided*, that at the annual meeting of any school district held after the passage of this act, a majority of the electors of said district, may determine that the annual meeting of such district shall be held upon the last Monday of August in each year; said determination to take effect when a copy of the proceedings of said annual meeting shall have been filed with the Town Clerk of the town in which said district, or (in case of a joint district) in which the school house of such district is situated, and to remain in force until rescinded by a vote of a majority of the electors of said district; the meeting held in pursuance of such determination to be deemed the legal annual meeting of said district, the same as if held upon the last Monday of September, in each year.

TO DISTRICT ELECTORS.

The success of the schools of your several Districts will depend upon yourselves in two very important particulars: 1. The State Fund is entirely insufficient to pay the expenses of a good school for the time such school is taught. District taxes must be levied to meet the deficiency. These District taxes should not be grudgingly levied. There is no interest supported by your money, that is of more value to yourselves than your school interests. There is none that affects so many of your relations, as parent, citizen and patriot. The public school appeals to you for support because of its adaptation to your wants, because of its cheapness and efficiency, and because it brings to your homes the advantages of education, where your children may be trained under your immediate supervision. Money judiciously expended upon our School interests is a safe investment that ensures dividends of more productive industry, of better health, of greater refinement and of higher morality. This introduces us to the second point referred upon which I wish to dwell a little more at length.

Much money raised for school purposes is not judiciously expended. Tax payers do not look after the expenditure of their money as closely as it is their duty to do. At the very lowest estimate eighty per cent. of all the children between the ages of four and twenty years should be present in the Public Schools. This will make ample allowance for the sick, for those whom absolute necessity keeps out of the school-room and for those who are found attending Private Schools of all grades. Provisions have been made for accommodating and instructing all who should attend the schools. Houses have been built and teachers have been employed. The full time of the teacher is paid for whether he has eighty, or fifty, or thirty per cent. of the scholars of the District in attendance upon the school. The average number of scholars to each District of the State is about 70. Of this number at least 56 should be constant attendants upon school, and for 56 must arrangements be made. Statistics show that less than 48 are actually enrolled, and that

the average attendace is not more than 28, or half what it should be. The number of classes must be the same as if all enrolled were in actual attendance and very nearly if not quite the same as if the whole number due at the schools, namely 56, were in actual and steady attendance. The whole time of the teacher is therefore occupied, but the capacity of the teacher is not fully engaged. Suppose the average number of classes to be 14, which is a very low estimate. Each class should average 12, upon the supposition that each pupil pursues three studies, while in fact the average attendance upon each class is six. Twelve can be as easily instructed as six in nearly all branches taught in our Public Schools. Beyond this number the same rule would not hold true, but my statements are based upon the school that will ordinarily be taught by a single teacher. Money expended thus fails to secure more than half what it is able to earn. In this manner is money wasted,—not through the incapacity or inefficiency of the teacher, but through neglect of patrons in securing punctual attendance upon school.

Great as is the pecuniary loss it is thrown into the shade completely by the greater evils attending *absenteeism* and *irregularity of attendance* in their effect upon the character of the pupil. No man was ever successful in business who failed to give strict attention to his business whatever it might be. In youth, the habits that control the man are formed. The habits formed by the children in our schools are of great importance. The child is injured far less by the loss of a few lessons in arithmetic or grammar than by habits of inattention or indifference naturally strengthened in consequence of such loss. The child should understand that attendance upon school is his *business* and that no slight excuse should ever be allowed for inattention to that business. Thus will he lay the foundation upon which to build successfully in after life. Once allow the child to think that you consider his occasional absence from school a very trivial matter and that your own convenience may be made an excuse for that absence, and you will soon find the child making his own convenience a pretext for absence from the school he has learned to esteem of little importance.

Farther than this, truancy is sure to end in crime. Neglect of duty is by no means the only bad result of a want of punctuality. Idleness which is encouraged takes possession of the child, fills his mind with strange schemes and his heart with all manner of evil thoughts, until by degrees he loses all self respect, and plunges into crime. Our Houses of Correction, our Jails and our Prisons are filled with those, whose character bears more or less strongly the marks made by truancy. I have no time for statistics, nor can I dwell at length upon this topic.

If the evils of irregularity of attendance upon schools be admitted, how

they shall be remedied is a very natural question. School officers and electors may do much by furnishing comfortable and attractive school houses and grounds, by providing suitable maps and apparatus and by hiring a living teacher who can appreciate the former and use the latter. Farther than this—Rules may be adopted, such as your own judgment will approve, bearing upon this matter, with penalty attached, making continued and unnecessary absence work a forfeiture of position in class or a forfeiture of seat in the school-room.

No effort should be spared to awaken the people to a full sense of the terrible danger resulting from absenteeism. Other considerations will be presented at some future time.

TO COUNTY SUPERINTENDENTS.

The convention held at Kenosha, July 29th, 30th and 31st was not as fully attended as the one of the year previous. All sections of the State were represented by Superintendents having charge of more than one third of all the Schools of the State.

After full discussion it was agreed to adopt the regulations adopted last year relative to examination of teachers.

1. All applicants shall be required to pass a written examination.
2. At least ten questions upon each branch shall be submitted.
3. Applicants for a Third Grade Certificate must answer correctly in form and in fact at least fifty per cent. of the questions asked; for a Second Grade Certificate at least sixty per cent., and for a First Grade Certificate at least seventy per cent. Each Superintendent placing the standard as much above the minimum agreed upon as in his judgment may be wise.
4. No certificate of First or Second Grade will be given to any person who does not give satisfactory evidence of success in Teaching. Of course beginners will take a Third Grade Certificate.

NOTE. My advice to all is to abide by this recommendation, with this exception: Any young Teacher who has the requisite qualifications as to knowledge for a Second Grade Certificate, and who, in the first school taught, displays great tact in teaching, should not be required to teach under a Third Grade Certificate until it expires before receiving a Second Grade Certificate, but the Certificate should be changed as soon as the Superintendent is satisfied as to the Teacher's aptness to teach. This will reward tact and encourage effort on the part of young Teachers.

5. It was further agreed that the Superintendents would, when satisfied with the school visited, enter upon the certificate held by the Teacher (if a Third Grade Certificate) under the head of "*Ability to Teach*" the

Teacher's standing upon a scale of ten, as the standing is marked in branches upon which an examination was had.

This matter, *judiciously arranged* will be of great value to Schools and Teachers.

J. L. PICKARD, *State Supt. Pub. Inst.*

EDITORIAL MISCELLANY.

THE MEETINGS AT KENOSHA AND CHICAGO.

Our space is necessarily devoted this month almost wholly to the Meetings at Kenosha, including the President's Address which we wish to lay at once before our readers, and to the Superintendent's Department. We have room to say but a few words. The Meeting of the Association seemed to be regarded by all as one of the most pleasant, practical, and useful yet held. That of the County Superintendents lacked only the interest of a larger attendance. The Proceedings of the latter are given with considerable fulness by Mr. Wernli, and in connection with the matter in the State Superintendent's Department, may be commended to the attention of all interested. We shall have something to say at a future time.

Mr. Peabody, after touching upon the work of the past year, discusses at some length, and as it seems to us, with much good sense, the subject of the establishment of an Institution on the basis of the late munificent donation of land by Congress. Mr. Peabody does not overestimate the importance of carrying out the measure under the guidance of wisdom, honesty and economy, and of shielding the fund from the fate of the Normal Fund.

We had some comments to make upon the other Addresses, but must defer it, for the present. We hope to publish the Essays of Messrs. Pickard and Lockwood, and an abstract at least of the other Lectures. The Association will not soon forget the instruction and counsel of Messrs. Emerson, Richards, McMynn and Philbrick, nor the exercises of Prof. Green in Grammar and of Mr. Hascall in Gymnastics.

THE Meeting of the Teachers' National Association, at Chicago, was attended by upwards of eleven hundred persons, more than one hundred of whom, we judge, were from Wisconsin. It was a most important and significant gathering—of which, as well as of the meeting of the Normal Association at the same time, we shall have something to say hereafter.

ANOTHER NORMAL MOVEMENT.

We are much pleased to learn that there is a good prospect that a Normal and High School is to be opened at Waupaca, under Mr. Wernli, the able and untiring County Superintendent of Waupaca county, and Mr. D. McGregor, who is represented as being both a good scholar and a good teacher.

Mr. Wernli is not only a graduate of a Swiss Normal School, and abundantly competent to give *really* Normal Instruction, but seems to be animated by the self sacrificing spirit of the early Swiss educators. We sincerely hope that the present enterprise may succeed and grow up to be a light and a blessing to the north-east part of the State, and we earnestly advise teachers in that region who wish to improve, to attend this school, whenever it shall be opened.

P. S. The above school will open, we have just learned, on Monday, Sept. 7.

THE NORMAL DEPARTMENT, at the University, as we learn from Prof. Allen, is fast filling up. About 150 are expected at the opening to-morrow (Aug. 26). The attendance is practically limited by the present number of rooms. With more accommodations in this respect, we think the number we put down for the Fall Term, 200, would be forthcoming.

AN APPEAL.

Will our old subscribers—and new ones too—please remember that there is considerable difference between getting the JOURNAL for sixty cents and one dollar or seventy-five cents, and aid us in extending our circulation by each obtaining and sending us another name? This will double our list. We have now about 450 names. We wish subscriptions *to begin in all cases with the July number*, as we have printed extra copies with the expectation of supplying back numbers. Each subscriber moreover will prefer a complete volume, and it not *certain* that the publication will continue after the close of this volume, though we make this appeal as one means ot insuring its continuance.

COUNTIES AHEAD—AND BEHIND.

The following Table shows the counties that have to this date (Sept. 1), furnished as many or more subscribers than their quota of one thousand:

	Teachers in 1862.	Quota of 1000.	Number Taken.	Proportion of Teachers now Subscribers.
Wood,	27	4	9	1—3
Trempesleau,	48	7	13	1—4
Dane, East District	204	29	56	1—4
Waupaca,	148	21	29	1—5
Waukesha,	222	32	39	1—6
Milwaukee, 1st District,	83	12	13	1—7
Racine,	158	23	24	1—7
Winnebago,	199	28	28	1—7

The following counties have so far furnished no subscribers for Vol. VIII: Ashland, Calumet, Chippewa, Clark, Douglas, Jackson, Kewaunee, La Fayette, Marathon, Monroe, Ozaukee, Pepin, Polk, and St. Croix; and to those of Dunn, Marquette, Oconto, Outagamie, Portage, Washington and Waushara, we send as yet but one copy for each.

In this connection we ask attention to the Report of the Committee on the Journal, in the proceedings of the Association, (p. 82,) and to the following resolution, from the series passed at the close of the session:

Resolved, That, as the educational interests of our State demand a special medium of communication, we recommend to its teachers THE JOURNAL OF EDUCATION, the organ of of this body, and appeal to County Superintendents and others in positions of influence to exert themselves to extend its patronage, that it may be supported independantly of State assistance.

MATHEMATICAL DEPARTMENT.

In accordance with the authority given by the Association, we have filled the place vacated by the resignation of Mr. Coryell, our late Mathematical Editor, by appointing in his stead Mr. L. CAMPBELL. Mr. Campbell is a close and accurate mathematician, in a large degree self-taught, and has long been a frequent and valuable contributor to our Mathematical Department. Communications should be addressed to him, at Door Creek, Dane county, Wis.

LAID OVER—till next month, to make room for Mr. Peabody's Address and the Proceedings of the Association and of the Convention of County Superintendents—not only some Mathematical matter, but several communications, including the Second of the Series on Penmanship, by Mr. Lusk. Next month we shall present again our usual variety.

LANCASTER ACADEMY.—This school is now in charge of Mr. D. G. Purman, and as we hear in a flourishing condition.

ADAMS CO.—I am happy to state that the schools of this county were never in as flourishing a condition as at the present time. Very few indeed, but what are doing well. Teachers, with slight exceptions, are wide awake and full of energy and zeal, and seem determined to do all in their power for the advancement of their pupils. Pupils too, exhibit a great desire for improvement; and what is best of all, parents and patrons of schools show a great interest in the cause of education. I believe I can say, without exaggeration, there is not an individual in the State, having the care of schools, that has greater reason to be thankful than I have, for the aid and encouragement received from teachers. Teachers appear to fully comprehend the importance of their duty and take hold with a ready hand and willing heart to perform those duties. My desire is, that success may crown their noble efforts—I shall ever heartily co-operate with them in their untiring labors. R. K. FAY, Co. Supt.

SHAWANAW CO.—I inclose a complete list of all in the county who are entitled to the Journal. I am determined that Shawanaw county shall not be behind on her quota of subscribers to the Journal, and shall soon send you a respectable list. I think that every teacher that can, and will not subscribe for the Journal is to say the least not a live teacher. It is my impression that if this matter was thoroughly canvassed, and the subject presented in its true light by the County Superintendents and the friends of education generally, at least one-half if not more of the teachers of the State could be induced to become subscribers.

I noticed that in a former number of the Journal you propose, if the friends will forward the names of those teachers that have entered their country's service, to publish a Roll of Honor. This much at least is due to those of our profession who have taken up arms and gone the defence of our imperiled country. Would it not be well to repeat your proposition or rather call attention to it? MYRON MCCORD, Co. Supt.

[It will be seen by the proceedings of the Association, that a committee to form a Teachers' Army List was appointed, who will we suppose take the matter in hand.]

WINNEBAGO CO.—We have a communication of considerable length from a teacher, touching the improvements made in the county, and most of it was in type, when we found that we must lay it over till next month. Mr. Munger has we learn been untiring and very efficient in his labors.

VERNON CO.—As a good sign for the county, we are glad to acknowledge the receipt of a good list of subscribers, through Mr. H. Allen, the newly appointed Superintendent. It is no shock to our modesty to say that one sign of vitality in a county is the taking of the *Journal of Education* by teachers.

FOND DU LAC.—We are much pleased to learn that $25,000 have been voted here for a High School and Primary School Buildings. This enterprising town is determined to advance in School matters as well as in material interests. We have received the last Report of Rev. Geo. B. Eastman, long the faithful and judicious Superintendent, and laid it by for future note.

PORTAGE.—Here also a High School Building is to be erected. Friend Magoffin promised us some items of interest in regard to his work but has been absent we believe during vacation, to recruit after some years of arduous and faithful service. Send us the items, Doctor.

MADISON.—The High School re-opens, after two years dormancy, on the 1st of Sept., in charge of Mr. F. B. Williams, who has been for two years past at Palmyra. He is to be assisted by Miss Emeline Curtis, from Cleveland, Ohio.

WAUKESHA proposes to reduce the salary of the Principal of her High School. Says the *Freeman*, "We doubt the wisdom of this policy, for if $800 will not secure a good teacher, we are quite certain that $500 will not." Sound. Economy is better applied in cutting off material luxuries.

BELOIT.—The High School is in charge of Mr. Alex. Kerr. A Normal Class is we believe to be trained, for examination under the Normal Board.

ROCHESTER.—In connection with the High School, under Mr. J. H. Colt, a Normal Class will be maintained during the Fall Session.

☞ Read New Advs. of Grammars, Object Lessons, Book Keepging etc.

COMMERCIAL COLLEGE IN MILWAUKEE.

Messrs. Bryant & Stratton have extended a link of their popular "chain of colleges" to Milwaukee, and besides furnishing the best facilities foa a commercial education, for a consideration, they very generously offer gratuitous instruction in penmanship, to all teachers who may present themselves for the purpose.

DRY GOODS.

Our readers may do a good thing to themselves and to the advertisers, by reading and remembering the announcement and patronizing the establishment, of Messrs. Sherwin, Nowell & Pratt, of Milwaukee. See last page of cover.

NORMAL CLASSES OF 1862—SUMMMARY OF AVERAGES.

FIRST YEARS' COURSE.

The Secretary of the Board of Normal Regents, Silas Chapman, Esq., has obligingly compiled from the Examination Papers, the Table below. There has been generally, we judge, an advancement in the grade of scholarship, and an increasing determination to present none for examination who were not properly fitted. The consequence is that fewer are rejected, and the average improves. Fort Atkinson High School appears to have the highest average.

But three pupils were examined on the Second Years' Course of Study—two for Milton and one for Platteville Academy—and for these it was not thought necessary to prepare a table of averages. All three passed, and filled papers the average of which ranged we think above 90 per cent.

	Whole No. Examined.	Whole No. Passed.	Mental Arithmetic.	Written Arithmetic.	Algebra.	Elementary Sounds.	Spelling.	Analysis.	Grammar.	Composition.	Reading.	Geography.	Physical Geography.	Physiology.	History.	Theory and Practice of Teaching.	Total.
Lawrence University,	14	13	87.8	83.5	77.8	86.8	89.3	74.6	81.3	88.6	87.8	68.9	68	82.3	78.2	84.4	81.4
Allen's Grove Academy,	14	12	83.4	88.8	86.3	78.8	86.1	75.6	74.9	79.1	80.6	82.4	78.2	81.6	75.6	81.4	80.9
Platteville Academy,	2	1	89.5	86	78	75	87.5	72.5	75.2	84.2	85	62	62.5	64	73.5	80	76.8
Wisconsin Female College,	14	14	90.6	83.6	83.6	83.1	85.8	75.4	75.5	84.8	86.8	75.8	82.1	89.1	76.8	84.9	82.7
Evansville Seminary,	19	19	86.1	90.3	89.6	80.5	85	83.5	76.4	89.8	81.6	84.1	84.3	83	82	83.3	84.2
Milton Academy,	29	27	84.8	90.5	89.9	87	85.3	91.3	72.4	89.7	78.3	86.1	91.9	87.1	86.1	84.5	86.1
Albion Academy,	18	9	78.8	74.2	72.2	76.5	85.2	79	74.2	89.6	82.2	60.7	64.2	63.6	55.3	79.3	72.8
Galesville University,	3	2	89	90	77.6	92	87.3	70.6	73.6	80.3	88.3	66.4	79.3	79	55.4	82	79.4
Fort Atkinson High School,	6	5	88	93.3	89.8	84.1	88.3	81.8	75.1	89.8	91.5	84.6	84.1	89.6	84.1	88	87.3
			86.4	86.4	82.8	82.6	86.6	78.2	75.4	85 2	84.7	74.6	77.2	80	74.1	83.1	81.8

THE

Wisconsin Journal of Education.

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THE NATIONAL CONVENTION OF TEACHERS AT CHICAGO.

The Convention which met at Chicago on the 5th of August, and continued three days, marks an era in the educational affairs of this country. The very large number in attendance, the unusual number of leading men, the topics discussed, and above all the spirit of cordialty which flowed at large, not only bringing into closer relationship those who had been friends before, working together for the good cause, but also occasioning the forming of acquaintances among those who hitherto had been widely separated strangers, combined to make this convention of schoolmasters almost as great a success as the one which met at the same place in 1860 and nominated Mr. Lincoln for the Presidency. Possibly it may be said of us that we assume too high a key in venturing to hint a comparison of that with this, but some very discursive and ponderous reflections have occupied our thoughts in connection with this matter, and we make bold to challenge the philosophical minds among us to observe the results of the Chicago meeting upon the profession throughout the land. If great men and great thoughts can contribute aught toward lifting education up to the gage of the people, then we have started on the high road to notoriety.

Even the Chicago *Times*, which we suppose, in common with its southern brethren, hates popular education for its own sake, as well as for its tendency to make inroads upon feudalism, barbarism, etc., was constrained to say that some of the "toughest intellects in the land" were there.

But we cannot pardon the same paper for intimating, in its review of Mr. Wells' very happy attempt to revive the Sabine tragedy in the West, that Yankee schoolmistresses were not young and beautiful, notwithstanding the presence of not less than four hundred living witnesses to the contrary; although, if we were disposed to jest upon so serious a

matter, we might be persuaded to hob-nob for once with the facetious editor of the *Times*.

Speaking of the *Times* reminds us of the enthusiastic loyalty of the meeting. Indeed the last evening was chiefly occupied in short speeches by representatives from twenty loyal States, who seemed to emulate each other in their expressions of loyalty to the Union except—well, Newton M. Bateman, one of the noblest educators of the day, is no longer Superintendent of the great State of Illinois!

During the proceedings a member of the Chicago Board of Education, the "Long" Hon. Jno. Wentworth, or the Hon. "Long" John Wentworth (authority for both), was called upon to make a speech on a resolution which urged the teaching of the principles of the Constitution in all Public Schools—but, instead of doing so, he aimed to avoid the subject, but went so far as to say that it was his own exclusive privilege to teach *his* child "politics," and the school-master must not interfere. He "piled up" invectives against book agents, to counteract the influence of which we know of no better plan than to urge upon our friend R. Q. B. to challenge the Ex-Congressman to fight a duel. Our knowledge that R. Q. B. at one time associated with Daniel Webster, leads us to make this suggestion.

Senator Trumbull also entertained the Convention. His speech was full of praise and encouragement to the teacher, and he characterized the assemblage as more important in its influence than any other.

But the chief attractions of the occasion were the addresses of Hon. J. M. Gregory, Hon. Henry Barnard, and President Hill. While admitting that Superintendent Philbrick, President of the Association, discoursed with his usual elegance of style and manner upon the general aims of the Association; that Mr. Adams, of Massachusetts, went as deeply into the "Bearings of Popular Education upon Civilization" as the circumstances would warrant; that Mr. Pickard, State Superintendent of Wisconsin, surprised us all by a most pleasing and able paper upon the "Intellectual Aspects of Labor;" and that the various other speakers of smaller pretensions and less calibre than these, did sufficient credit to themselves, and contributed much interest to the meeting, we are yet constrained to say that the three gentlemen first named, by the selection and treatment of their respective topics—"Higher Aspects of Education," "Competitive Examinations as Tests for Admittance to West Point" and appointments to all civil offices not filled by popular election, and "Methods of Culture"—gave unexampled dignity and power to influence the transactions of the National Convention. Our limited space and the high character and wide range of these disquisitions forbid anything more than this mere mention.

We must find fault with the organization of the Convention, briefly. There were too many written speeches, and the most of them were too long. We would humbly suggest to the Committee of Arrangements, that teachers attend conventions to gain what cannot be obtained from books. So much can be done to elevate and inspirit the profession in a three days' conference of the best men and women in it, that it is highly essential to economize time and means. We have seen state conventions conducted with less confusion and a better regard to the value of time.

We trust that Superintendent Wells, President elect, who was so untiring in his endeavors to render the Convention, so far as Chicago and its generous people were concerned, a success, will gratify our hopes by giving us an improved programme for next year. And we venture to suggest, further, that the programme be widely announced months beforehand, that educators throughout the country may reflect upon, and go prepared to discuss the topics proposed.

As to the bearings of the Chicago Convention upon education at large, we cannot adequately speak. The Association has never before risen to a standing tantamount to its pretensions. It was doubtless owing to this shortcoming, that but comparatively little attention was given to its proceedings by the laboring class of teachers in the nation. Now that its scope immeasurably widens, and its measures look to the establishment of guiding principles, truly great men giving their aid to the diffusion of sound theory and practice, we may prophecy for it an increasing share of public esteem and more extended areas in which to sow and reap.—*Ohio Educational Monthly.*

MORAL LESSONS OF THE WAR.—Reason and philosophy recognize in the war one of the means and instruments which God employs in the education of the human family. The individual man is tried in innumerable ways; but the only, or at least the chief calamities that light upon nations are three in number,—famine, pestilence, and war. The nation and the individual man present many points of parallel: neither can bear a long and unbroken course of prosperity without danger to moral well being. Long and uninterrupted success makes a people arrogant, aggressive, and defiant. The taste for manly habits, simple pleasures, for plain living and high thinking, declines, and men slide into a way of life which softens the body and hardens the heart. The sense of loyalty languishes and declines in the hot blaze of unclouded prosperity, as flowers wither in the heat of summer's noon.—*Maine Teacher.*

GENTLENESS and cheerfulness form a sort of sweet atmosphere which enters into a child's soul like the sunbeam into a rose-bud, slowly, but surely, expanding it into beauty and vigor.

PENMANSHIP.

BY JAMES W. LUSK.*

Several cuts, designed to illustrate the essential *movements* in writing, are omitted in this article, which will be devoted mainly to the forms of the capital letters. The reader will observe in the accompanying illustrations two styles of shading; and it may be proper to remark in this place that *shading* has nothing to do with the *form* of letters but is employed by the chirographic artist as an element of beauty. It cannot be doubted, however, that when this element is properly applied, it exerts a charming influence upon the mind of the learner and inspires him with more lively zeal in his efforts to acquire a practical knowledge of the forms of letters.

Two essential movements are required in forming the capitals. The first is in the direction of the capital O, and the second in the opposite direction—in the *reversed oval*. These two movements combined (see plate XIII.) form the CAPITAL STEM, thus giving us the three CAPITAL PRINCIPLES. By a careful analysis of the *standard* capitals it will be seen that these two movements are the only ones required in perfecting their forms. Several varieties of each letter may be produced, some of which require the straight line. The learner should practice these two movements upon loose paper at intervals throughout the course of instruction in writing, until he can produce them with regularity and with the hand and pen in correct position. Frequent and continued practice upon the capital stem, embodying, as it does, parts of the first two movements, will prove most serviceable in learning to write. Careful drill upon these three principles will also tend to effect a radical change for the better in the style of the small letters. Great care should be exercised to give each line and principle its full quantity of curvature as well as its proper slant. The pupil should practice each principle separately through several pages, until its form and position are understood; slowly at first, and afterward more and more rapidly, until he acquires the ability to make, correctly, from sixty to one hundred per minute. After the teacher has clearly explained a principle or letter to the school, it sometimes exerts a good influence upon their penmanship, to incite a spirit of rivalry among them in regard to *rapidity of movement* as well as to the correct formation of letters. Give them three, five, ten or fifteen minutes of time to practice upon any given form. When the time expires, give a signal to stop writing and commence counting (mentally) the characters which have been made. An exercise of this kind is very exciting to the pupils, but the teacher should command perfect attention and order

* Associate author of the Spencerian System of Penmanship.

throughout the lesson. As soon as a pupil finishes counting, he should be "in order," and when all have completed the work, the teacher can ascertain who has made the largest number of letters, and who the least number, etc. Due allowance and credit must be made for *correct form*, otherwise the exercise may terminate in one of *scribbling*. Correct positions should also be considered as a feature of merit in this kind of drill.

This kind of discipline, when accompanied by proper instruction, has proved most efficient in correcting erroneous forms, cramped positions and confined movements, and in producing excellent penmen. In penmanship two things are absolutely essential—*Form* and *Motion*—and it should be borne in mind that he is the most successful teacher who can, in the shortest space of time, impart to his pupils a thorough and practical knowledge of these features.

With these general hints and suggestions we will proceed to the explanation of special forms. It will be noticed that the letters are grouped according to their similarity in form, instead of in alphabetical order. The Principles are arranged in these cuts in convenient order for explanation, and as they should be practiced by the learner.

Of course teachers will not fail to instruct their pupils as to the proper use to be made of capitals in writing poetry, sentences in prose, proper names, etc. An indiscriminate use of capitals is a fault quite too common, and surpassed only by their omission from places where they properly belong.

Plate VIII. embraces the capital *O*, sometimes called the *Direct Oval*. It may be denominated the Sixth Principle, or the first movement in forming the capitals. To form this principle, the pen moves *downward* on its left and *upward* on its right side. The relative length of the capitals and their parts as compared with each other and with the small *o*, and the short letters generally, may be determined by means of the scale upon the left end of the plate.

This principle, as will be observed in the diagram, is curved equally upon its left and right sides, *its width being two-thirds its height*. Either the first or last curve may be shaded. The arrow within the oval directs attention to the equal curvature of its sides, and the one above to the

slant or elevation of the principle, which is 52°. The second capital *O* is about one-half the length of the first one, and indicates the size of the principle as found in the finish of the letters in Plate IX.

The first line in the capital *C* may be either a single concave curve or a compound curved line, as suits the taste of the writer. The letter is looped to its middle and terminated with a capital *O*, which is half the length of the letter. The common error of making the letter too pointed at the bottom should be avoided.

The first part of capital *H* is the small *y* standing upon the ruled line; it should not extend upward more than two-thirds the length of the letter. The right half the *H* is the capital *C*. The loops in *H* may be nearly equal in size.

The capital *E* is formed entirely of the Sixth Principle, or *O*. By the diagram it will be seen that the upper part of the letter is one-half the length of the lower part, and that the small loop connecting the two ovals is to the *left* of the dotted line through the centre of the two ovals, describing the *slant* of the letter. If this loop be extended too far to the right, the lower oval will be thrown out of position, flattened upon its left side and made too pointed at its base. The right half of *X* is the capital of *C* divested of its initial curve. The stem of the *D* is about two-thirds the length of the larger oval and connected to it by a small loop upon the ruled line nearly in a horizontal position. The base of the smaller oval extends downward to the top of the first space in the scale and is nearly three-fourths the length of the letter. The finish of the capital *M* is the same as in the *X*.

The SEVENTH PRINCIPLE, in Plate X., is sometimes called the *reversed* or *looped oval*. The top of the second oval occupies a lower position on the scale than the first one, as indicated by the figure 2, and the dotted line extending outward to the right from the top of the oval. In form-

ing the first curved line the pen should move *upward* and gradually *to the left of the starting point*, instead of to the *right*, as beginners usually do. The teacher should illustrate the manner of making these curves and looping one to the other. When this principle is applied to *M*, *N* and *Z*, the second downward stroke is straight about two-thirds of its length, and slanted 52°. The *dotted* line indicates the gradation of the four upper turns in the letter *M*.

The *Z* is formed of the SEVENTH PRINCIPLE above the line, and the *loop* of this principle *below* the line. The "tie" which joins the loop to the principle should stand upon the ruled line and slant the same as the two larger loops. Either style of shading can be employed.

The Seventh Principle is modified only in the lower half of the finishing stroke, when it is applied in forming *Q*, *W*, *X*, by being brought toward a horizontal position upon a slant of about 45°.

The loop at the bottom of *Q* should be parallel with the ruled line. A line drawn on a slant of about 45°, should cut both the upper and lower loops through the centre. The *Q* and the figure 2 are made alike in form. If the shaded stroke in the first *W* be slanted 45°, and the next downward stroke at an angle of 55°, a wide base will be formed, giving to the letter a graceful appearance. The line which joins these two strokes should not lean to the right farther than 46°, otherwise the letter will present a toppling appearance. The left half of *X* and *W* may be formed alike, then the parts of the *X* will join at their middle, forming the capital stem curve between the two oval principles.

The termination of the Seventh Principle, in Plate XII. bends slightly to the right, the standard stroke being shaded neatly and slanted 52°. The long *s* joined to the principle on the right, forms a practical and beautiful *Y*. The loop of the *s* may extend the length of the principle above the ruled line, and even one space higher. The base of the sev-

enth principle in the second style of *Y*, stands one space, or the length of small *o*, above the rule or line of writing. This letter is finished with the *capital stem*, Eighth Principle. The third style of *Y* is sometimes convenient for use ;—it is finished like the small q. The finishing dot in *V* and the last down stroke in *U* may extend three spaces above the ruled line, or three fourths the length of the letters.

THE CAPITAL STEM (which, for convenience, may be called the EIGHTH PRINCIPLE) is a double curve made upon the proper slant of letters. It is usually made with a downward motion, and has equal curvature above and below the middle. It has two terminations, the dot or bulb, and the oval. The oval termination induces freer motion of the hand and arm, and imparts to the learner a more rapid and finished style of writing. When the stem is shaded, it should be mostly below the middle, done smoothly and on the regular curve.

This principle results from a combination of parts of the sixth and seventh principles, the parts involved being marked with short dashes across the curves. The dotted lines show the termination of one principle and the beginning of another. Careful study of this simple diagram will aid the teacher in explaining the capitals and in correcting erroneous forms.

It forms a prominent part of the letters in Plates XIV., XV. and XVI.

The *A* is in part defined by its finishing *tie* or *loop* about the height of small *o* above the ruled line. The *N* also combines the capital stem and the oblique downward stroke, with a convex curve terminated about half the height of the letter above the ruled line. A dot may be added or omitted in finishing the *N*, according to the taste of the writer. To the terminating curve in *N* is added the principal part of *C* in forming *M*. The *T* and *F* may be made alike, except the short stroke on the right of

the stem which gives the *F* its character. The loop of the *I* is formed of the curves in the *seventh principle*. Make the loop small and nearly round, and draw the stem through its center. The loop of the *I* and *J* should be at least the length of small *o* above the ruled line. The only reliable distinction between the *I* and *J* is in the *J* extending about one-half its length below the line of writing. As the capital *I* is a *representative* letter, every person should aim to give it a form of which he will not be ashamed. In correspondence this capital is, probably, more frequently used than any other one. In forming the style of *T* presented in this plate, the upper part of the stem and the curved cap above it, should be nearly parallel to each other.

The style of *H* given in Plate XV. may be finished the same as the capital *A*. The capital *H* and *K* begin with an upward concave curve, connecting with the capital stem at its top. The small tie or loop in the finish of *K* should connect with the stem a little above the middle, and point upward and to the left. The *O* looped about one-half its width and extending downward nearly three-fourths the length of the letter, forms the upper and left part of *G*. The capital stem in this letter should extend upward one-half the length of the *O* part, the finishing dot or line terminating inside and near the lower part of the *O*, as in the plate. Other styles of this letter may be given ; this one will be profitable for practice.

The capital *S* and *L* combine the upward concave-curved line with the shaded stem. They are looped one-half their length, and shaded below the loop. The capital stem may be curved more in these two letters than in any others. Let the concave curved line be carried sufficiently upright, and the stem shaded upon the lower and on the proper slant. The abrupt curve in the stem of these letters will be observed in the writing of rapid penmen. Shading can be omitted at first, if preferred.

Diagrams intended to illustrate the position of the different curves, ovals, loops, etc., in the letters in Plate XVI. cannot be introduced here for want of room ; hence but few explanations concerning these letters will be given. One feature should be observed, and that is the rotundity of the curved lines which are thrown about the capital stem to form

these letters. Give them their full degree of curvature and their proper position, and the letters will assume graceful form. The small *tie* or *loop* on the right side of the first *B* and the letter *R* should touch the stem and point upward toward the left.

SHADING, when employed upon the capitals, should be heaviest at the middle of the oval curves and taper alike each way from that point. The thickest shade in the capitals may be from three to four times as wide as the hair lines.

RULES AND HINTS FOR TEACHERS.

[An earnest and wide awake teacher, the only subscriber in that county, sends the following :]

I have in my pocket memorandum, a department headed "Rules, Hints, &c. for Teachers," kept for my own use, as they have occurred to my mind from my own experience or observation. I copy a few of them which you can insert in the JOURNAL if you think them worthy of a place.

To prevent *tardiness* have some particularly interesting exercise the first thing in the morning. Lay out the work of your pupils, and then see that the time appointed for study is faithfully employed. This may seem a difficult task in a mixed school, yet it is far easier than keeping pupils from idleness when there is no plan of work. Sufficient resting time should, of course, enter in the plan.

Do not allow pupils to ask permission to speak during any school exercise. If the circumstances of the school are such as to render communication sometimes necessary, as when different pupils are obliged to use the same books or utensils, have a regular time for it between exercises.

Make neatness of desk, one of the important things in marking deportment.

Don't blame scholars for every fault, and tell them they are very bad children, and don't try to do well, &c.; they will soon lose all courage to try, and indeed will not care to please you.

Whatever occurs, don't get cross and *scold* or *fret*. It can do no good, for children too often delight in annoying a fretful teacher; moreover the influence of such habits on the dispositions and hearts of the children, as well as the teacher, can be only bad.

If you are teaching a very small school, like some of our "backwoods" schools that number from five to a dozen during the summer, do not fill up the time by dragging the exercises, but whatever you do, do it earnestly, not noisily nor lazily.

Do not neglect reviews on the plea that you are crowded for time, nor on any other plea.

Take care to close the day in such a way as to send scholars home feeling well.

GREEN BAY.

POSITION IN STUDY.

BY DIO LEWIS.

AFTER ventilation, no subject bearing upon the health of our children, during their school-days, is so important as position in sitting and standing.

First, a word on their attitudes while standing or walking.

Figure 1.

Figure 1, shows a position of the arms which is much in vogue. If the hands be thus joined behind, it is not impossible to carry the head and shoulders well back: but the tendency to hold the body in the illustrated position is so strong, that, among the thousands I have seen walking with their hands thus joined, not ten have carried their heads and shoulders erect.

Figure 2.

Figure 2 represents another attitude common in our best schools. Such folding of the arms tends to contract the chest. Whoever will fold his arms thus, and carefully watch the influence upon his shoulders and chest, will need no further illustration. One experimenter found that the quantity of air inhaled at a single inspiration was reduced from ten to twenty per cent. by holding the arms in this position.

Figure 3.

Figure 3 presents a good attitude for the spine and chest, and one which, if practiced in school, would tend to form the habit of walking erect. If teachers will stand or walk but ten minutes, holding the hands and arms in this position, I think they will be convinced of the truth of what I am saying.

The attitude in figure 4, may appear somewhat unseemly; but in a physiological aspect, and as meeting certain defects which are almost universal among the young of our country, it is the best possible position. The muscles in the back of the neck are, in almost every young person, so weak as to permit the head habitually to droop. Carrying the hands interlocked upon the the back of the head, with the requisition that the pupil shall, during five minutes three or four times a day, stand or walk with the head drawn firmly back against the hands, would do more to correct the habit of drooping shoulders, and a weak spine, than any other exercise of which I can conceive.

Figure 4.

It is not, however, for me,—an outsider,—even to suggest to teachers how often, and how long such attitudes should be practiced. I simply take the liberty to say, that they would tend strongly to correct certain distortions of spine, shoulders, and chest, which are more or less inevitable, with the present positions in our schools.

But a tenfold more serious evil, in position, is seen in the pupil at his desk.

The face, when the head is held erect, is perpendicular, while the top of the desk is nearly horizontal. But the line of vision must not be far from a right angle with the surface of the book or atlas. To secure this necessary relation between the face and the page, the pupil leans forward and holds his face nearly parallel with the desk top, or the page of the book.

If it were possible to hold the head back, and see the part of the atlas nearest the pupil, with the line of vision at an angle of forty-five degrees with the surface of the page, how is the pupil to see the part of the atlas which is one foot farther from his face? This he cannot do without carrying his head one foot forward. To be constantly changing the range of a foot, would soon ruin the eyes.

When pupils become fatigued by leaning forward, or from a conviction

of duty would hold the head erect, we frequently see them attempt to secure the in dispensable relation between the face and the page by placing two or three books under the upper end of the atlas. I have devised a simple, cheap, and, several eminent teachers say, perfect means by which this evil is entirely removed. It is illustrated in Fig. 5. The ladder is strong and not liable to get out of repair. The wire pall which supports it, is united with it at the upper end, not by a hinge, which might get out of repair, but by simply entering small holes in the side pieces of the ladder. The pall is held to

Figure 5.

the ladder below by a strap, which with a hook, serves to alter the inclination of the ladder at pleasure. The finger-bars are joined to the ladder by strong hooks, which are caught upon the cross rounds, and may thus be raised or lowered by a single motion of the hand. If placed as seen in the cut, they will hold two books,—for example, a Latin Reader and Lexicon.

Figure 6 shows two books thus supported.

Figure 6.

Figure 7.

Every desk in the school of N. T. Allen, Esq., at West Newton, is supplied with this new invention; and Mr. Allen has written me a very warm note of commendation, attesting their success in securing an upright attitude in his pupils.

I have spoken of this book-holder, not because it is the only means by which such advantages may be secured, but an illustration of

possibilities. There is not an ingenious mechanic, but will, for a dollar, furnish some simple means which will more or less perfectly secure the same results.

Figure 7 illustrates the position of the pupil while using the New Book Holder.

Engaged, for many years as a teacher of gymnastics in schools, my attention has constantly been called to the false positions among our pupils; and, in these few paragraphs, I have ventured, for the first time as regards part of them, to call the attention of the public to the subject.

TOPICS FOR TEACHERS' MEETINGS.

COMPILED BY DILLWYN.

[We gave a list of Topics for Teachers' Meetings sometime since, and promised more. The compilation of our correspondent enables us to fulfill the promise, and will be suggestive to those who have occasion to write. We should be glad if it incited a few teachers to write for the *Journal*.—EDR.]

SUBJECTS FOR ESSAYS AND LECTURES.

1. Teaching as a Profession.
2. Learning and Teaching.
3. Professional Courtesy.
4. Christianity in Teachers.
5. Utility of Classical Studies.
6. The true aim of Education.
7. Influence of Teaching on Teachers.
8. Teaching, a Science; the Teacher an Artist.
9. School-boy Life and Character.
10. School Amusements.
11. Moral Qualifications of Teachers.
12. Education a Progressive Work.
13. The Teacher's Daily Preparation.
14. Unconscious Teaching.
15. What School Discipline is, and what it is not.
16. The Teacher's Position.
17. Advantages of Reading, and how to Read with Profit.
18. Physical and Mental Development.
19. Moral Instruction in Schools.
20. Success and Failure in modern Educational Enterprises.
21. Habits of Teachers.
22. Responsibility of Teachers.
23. Education of Farmers.

24. Parental Responsibility.
25. Duties of Educated Men.
26. Home Training.
27. Education of Mechanics and Laborers.
28. Right Motives in Teaching.
29. How Teachers may Help each other.
30. Examinations and Exhibitions.
31. How to Teach Spelling, Reading, Grammar, Geography, Arithmetic, &c.
32. Importance of correct Orthography, good Reading, knowledge of Mathematics, Physiolygy, History, &c.
33. School Supervision.
35. Compulsory and Voluntary Study.
36. Popular Errors in Education.
37. Development of Intellect by Labor.
38. The Newspaper as an Educator.
39. Demand for Educated Talent.
40. Genuine Scholarship.
41. Utility of Lyceums.
42. Demands of the Age upon Teachers.
43. The proper training of Youth.
44. School Management.
45. Importance of Parental Co-operation in Schools.
46. Incitement of Curiosity as a Means of Education.
47. Teachers and Methods of Teaching.
48. Literary Attractions of the Bible.
49. Office of the Teacher.
50. Study of Nature.
52. Learning its own Reward.
53. Regular and Punctual Attendance at School.
54. The Will as an Educational Power.
55. Sincerity and Earnestness in Teachers.
56. The relation between Parents and Teachers.
57. The Teachers and Men for the Times.
58. The Bible in Schools.
59. Errors of Learned Men.
60. The true position of Woman.

GIVE a man brains and riches, and he is a king; give him brains without riches, and he is a slave; give him riches without brains, and he is a fool.

COMPULSORY EDUCATION.

Suggestions have, at different times, been let drop, that it would be an improvement on our public school system, if attendance on the part of children were made compulsory; but they have generally been shadowy and obscure. At one time they have fallen from the judicial bench; at another time they have glided from the glib tongue of the public speaker, while discoursing on political themes; and they have had their counterpart on their reflection in the press. Of discussion there has been scarcely any. And now, the question is raised with a view of action being taken upon it. The Toronto Board of School Trustees have taken it in hand. The question is one of legislation: and if action is to be taken upon it, in any shape, it is desirable that discussion should not lag behind.

We have not the least doubt that it would be a very easy matter to show that, since the Common School is supported at the public cost, and every tax payer ranked among the contributors, the compulsory attendance of poor children is an admissable and even a necessary sequence. Why raise all those school-houses, and collect all these taxes, unless you compel the objects of your wise and benevolent legislation to enjoy the banquet you spread, at so much trouble, for their entertainment? Is not the logic faultless? This is all very well; but it is only one side of the question, after all. There is a want that precedes the school, and that will not be put off. The children of the poor must be fed and clothed; and some of them must begin, at a very early age, to do something towards obtaining their own subsistence. An orphan, *de pere et mere*, finds itself on the street, obliged to beg, or steal, if it cannot work. A poor orphan, forming one of a large family, whose mother is still living, is scarcely in a better position. A poor child with idle or dissolute parents finds its lot not much better. It is all very well to say that these children ought to be at school, while they are in the streets; but we don't see how a compulsory law is to accomplish impossibilities. It will not create the food and clothes that are presupposed to be at the command of the urchins for whose benefit the compulsion would be exercised. If it be true that there are two thousand children in Toronto who do not attend school, there must be among them a large number whose absence arises from the criminal negligence of their parents. But where are you to draw the line? Compulsion must be general, or it becomes arbitrary; and it well becomes the legislature to pause before it embraces these twin sisters of tyranny. For, reason as we will, for the law to seize hold of every child in the community, and carry it off to school by force, would be a paternal species of despotism, gratuitously undertaken by the State. The object would be well meant, no doubt; but is it a sufficient excuse

for every stretch of authority, that you can set up for it the defence that it was dictated by a good motive?

It is one thing to prepare a great public feast, and invite all the world to come and partake of it; and another and very different thing to compel the attendance of reluctant guests. And hospitality of compulsion would not be attempted to be justified on the ground that the preparation of the entertainment had been costly, and that there was enough for all. Necessarily many would have other engagements to fulfill. And, though the social grades are not so numerous or so distinctly marked among us as in other countries, the company, if brought together in this miscellaneous way, might not quite agree. The vagrant child may not be more vicious by nature than other children; but it is almost necessarily so by habit. The fear of contagion would deter many parents from sending their children to sit beside others, from whom they would be in great danger of learning something that it is most desirable they should not learn. We all know how parents would feel on this matter; and it is net necessary to go to despotic governments for examples. The police regulations of Prussia are in many respects very admirable, no doubt; but it is precisely in those in particulars in which no free nation can copy them. That necessity of discussion, which is an incident of free government, precludes some things from being done, which it may be very desirable to do; just because they lie beyond the range of public discussion. Education becomes a matter of police, the moment you make it compulsory. It is in perfect harmony with the other parts of the Prussian police; but, in spite of its adoption by one or two republican States, it is not in accordance with the genius of free institutions. Ignorance is bad; but is tyranny better? Is it permissible to do a wrong that a good result may be obtained? If the question of compulsory education is to be canvassed, these queries must receive attention.

With us, there is a prior question to be discussed. The stomach takes precedence of the brain. It must first be provided for. If there were among us the same systematic provision for the poor that exists in some of the States where compulsory education is enforced, the question would be much simplified. Even then, it would be no easy task to popularize compulsion; but in the actual state of things, the question of practicability has first to be settled. Let this be done; and the way to the discussion of the other questions will have been cleared.—*Leader* (*Canada Paper*).

"ABSTEMIOUSLY" and "FACETIOUSLY" are said to be the only words in the language which contain all the vowels in their order.

PLAIN WORDS.

How beautiful are plain, living, earnest words, such as have the stamp of simplicity and truth about them, whose meaning the most illiterate cannot mistake, nor the most learned explain away. There is a charm to the conversation of such as habitually and consistently use them, which secures willing and interested listeners. They fall from the lips as genuine coin from the dies of the mint, ready for circulation and bearing unmistakable marks of value. As the beautiful things of nature enchant us, so do plain words, by their simple, truthful beauty. All can appreciate these beauties, so that principles based on them admit of universal application, and have, therefore, superior claims to our attention.

But like most things of value the *beauty* of plain words is not their best recommendation. They are elements of *power*, and masters of this power may wield it so as to accomplish wonderful results. Plain words command respect, and carry conviction along with them. They are their own best exemplar and advocate. And they gain in power by use, for one attains to greater command of language and acquires discrimination in its use, and confidence in its power.

There is a utilitarian view of the subject which should weigh with a practical people. In all business transactions the utmost plainness of language would seem to be essential and ought to be cultivated with extraordinary care. Such is not always the case however. Hence misunderstandings, embarrassments, losses, and sometimes absolute ruin in a pecuniary sense. And this is not the worst. Many can testify to friendships broken by a careless use of words, under such circumstances that subsequent explanations are powerless to effect a reconciliation—and in the case of those sustaining a closer relation, the results of misunderstandings are still more destructive to peace and happiness, and the necessity of great care in the use of language more pressing and vital. Especially is this demanded in correspondence, in which explanations with regard to any misconception of ideas are necessarily delayed, giving time for it to be nurtured into a reality, and made difficult to remove.

The habitual use of "great plainness of speech" tends to prevent the evils referred to and others arising from a careless use of language, by promoting mutual good understanding, and a love for truth, honesty, and fidelity. The persistent use of plain language by one of a circle is apt to become contagious, and may result in its general use by others of the circle. Still habits once formed are sometimes hard to eradicate, and it is therefore important that they should be, at the outset, correct ones.

Some of the evil effects of thoughtlessness in this matter are truth perverted, confidence destroyed, minds enervated, morals jeoparded, friends

estranged, hearts broken—but the list is long and unattractive, and each can in part fill it out from facts developed under his or her own observation. Then how important, how serious, how sacred the duty of all, to use in their intercourse with others, plain, unmistakable language. If this were the general practice, (for none will hardly claim that it is, while there is so much of the trivial and ambiguous in common conversation and correspondence,) many of the evils connected with social intercourse would be lessened, or entirely removed, and a reform initiated the results of which would be far-reaching, and exceedingly gratifying to all lovers of truth and earnestness. And the beauty and value of plain words are so apparent and attractive, that the example of their consistent use is likely to be followed, a contrary practice being more the result of thoughtlessness than design, at least among those who *desire* to be truthful, and such are believed to constitute by far the larger class. L. C. W.

THOSE who have the largest horizon of thought, the most extended vision in regard to the relation of things, are not remarkable for self-reliance and steady judgment. A man who sees limitedly and clearly is more sure of himself and more direct in his dealings with circumstances and with others, than one whose capacity embraces an immense extent of objects and objections—just as a horse with blinkers more surely chooses his path, and is less likely to shy.

[In other words he is usually most confident who is most ignorant—most dogmatic who has the narrowest range of thought.]

THE TEACHER SHOULD BE—Apt to teach—Acquainted with human nature—Acquainted with books—Earnest—Prompt—Clear—Accurate—Enthusiastic — Diligent — Systematic — Digaified — Firm — Confident—Courteous — Forbearing — Gentle — Cheerful — Patient — Persevering—Neat—Orderly—Studious—Desirous of doing good.

"NOBODY doubts that every teacher gives tone to his school. A gloomy teacher keeps a gloomy school. A peevish teacher makes a peevish school. A merry teacher has a merry school. Whatever be the predominant characteristic of the teacher, that quality becomes ingrained into the school."

SCHOOL-ROOM MOTTOES.—Always ready. Labor conquers all things. Dare to do right. As we sow, so shall we reap. Dilligence insures success. Speak the truth; act the truth. I can, if I will. Be kind to each other. Idleness is a crime. Envy no one. Imitate the good.

MATHEMATICAL DEPARTMENT.

The newly appointed editor is not unmindful of the responsibility he assumes in taking charge of this Department, heretofore so ably conducted. Most cordially do we invite teachers, students, and especially all lovers of mathematical science, to aid in maintaining the interest that has, in time past, been connected with the pages of the Mathematical department. In discharging the duties assigned us, care will be taken to select from the matter contributed that which will, in our opinion, be of the greatest practical utility.

There are many important questions relating to the properties of numbers; will some of our correspondents please send us a few problems of this class, accompanied with clear and concise solutions.

We shall aim to publish at least one solution to each problem.

Solution of Problem 63.—Given $x^2 + y = 7$ (1), and $x + y^2 = 11$ (2), to find the values of x and y. Let $x = Z - d$, and $y = Z + d$; then (1) becomes $Z^2 - 2Zd + d^2 + Z + d = 7$, and
(2) becomes $Z^2 + 2Zd + d^2 + Z - d = 11$.
By addition $2Z^2 + 2d^2 + 2Z = 18$.
Or $Z^2 + Z + d^2 = 9$ (3).

As the second member of equation (3) is a square, the first must also be a square; hence $2Zd = Z$, or $2d = 1$, and $d = \frac{1}{2}$. Substituting this value in equation (3) we have $Z^2 + Z + \frac{1}{4} = 9$, and $Z + \frac{1}{2} = \pm 3$; hence $Z = 2\frac{1}{2}$, $x = 2\frac{1}{2} - \frac{1}{2} = Z - d = 2$, and $y = 2\frac{1}{2} + \frac{1}{2} = Z + d = 3$.

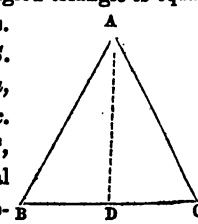
The above solution is by Mr. E. M. Jones: it was forwarded to us by A. P. Marble, Wayland University, Beaver Dam.

Solution of Problem 70.—The following theorems must be observed in order to solve this problem:

1. The area of any triangle is equal to half the product of its base and altitude.

2. The difference of the squares of two quantities is equal to the product of their sum and difference.

3. The square of the hypothenuse of a right angled triangle is equal to the sum of the squares of the other two sides.



Let ABC be any triangle, whose area equals S. Draw AD at right angles to BC. Put $BC = a$, $AC = b$, $AB = c$, $AD = h$, $CD = x$, and $BD = a - x$. By (th. 3), $h^2 = b^2 - x^2$. Again, $h^2 = c^2 - (a-x)^2$, or $c^2 - a^2 + 2ax - x^2$. Qualities which are equal to the same thing are equal to each other. Conse-

quently $b^2 - x^2 = c^2 - a^2 + 2ax - x^2$. By cancelling and transposing we have $2ax = a^2 + b^2 - c^2$; therefore, $x = \frac{a^2 + b^2 - c^2}{2a}$. Hence

$$h^2 = b^2 - \left(\frac{a^2 + b^2 - c^2}{2a}\right)^2; \therefore h = \sqrt{b^2 - \left(\frac{a^2 + b^2 - c^2}{2a}\right)^2}.$$

According to (th. 1), $S = \frac{a\,h}{2} = \frac{a}{2}\sqrt{b^2 - \left(\frac{a^2 + b^2 - c^2}{2a}\right)^2} =$

$\frac{a}{2}\sqrt{\frac{4a^2b^2 - (a^2 + b^2 - c^2)^2}{4a^2}} = \frac{1}{4}\sqrt{4a^2b^2 - (a^2 + b^2 - c^2)^2} =$ (by th. 2) $\frac{1}{2}\sqrt{2ab + (a^2 + b^2 - c^2)} \times \frac{1}{2}\sqrt{2ab - (a^2 + b^2 - c^2)^2} = \frac{1}{2}\sqrt{(a+b)^2 + c^2} \times \frac{1}{2}\sqrt{c^2 - (a-b)^2} = \frac{1}{4}\sqrt{(a+b+c)(a+b-c)(a-b+c)(-a+b+c)}$

$$= \sqrt{\frac{a+b+c}{2} \times \frac{a+b-c}{2} \times \frac{a-b+c}{2} \times \frac{-a+b+c}{2}}.$$

New Berlin, Waukesha Co. PHILENA A. EVANS.

Problem 1.—A man travels from his own home to Madison in four days and back again in five days; traveling each day one mile less than he did the preceding. How far does he live from Madison?

Problem 2.—A, B, and C, are employed to do a piece of work for \$26 45; A and B together are supposed to do $\frac{3}{4}$ of the work; A and C, $\frac{9}{16}$; B and C, $\frac{13}{20}$; and are proportionately paid. What is each man's share of the money? P. BRONSON.

Wyocena.

Problem 3.—Prove that the value of a proper fraction is increased, and an improper fraction diminished, by adding the same quantity to both terms of the fraction; and that the reverse is the case when the same quantity is subtracted from both terms of the fraction. J. E. C.

Problem 4.—There is a square field such that the number of rods around it is equal to the number of acres within it. How many acres does it contain? J. E. C.

Problem 5.—A father willed to his three sons A, B, and C, whose ages were 15, 17, and 19 years, respectively, the sum of \$7348, to be divided into three shares which, put out at 10 per cent. compound interest would amount to the same sum when they became 21 years of age. What was the share willed to each?

Problem 6.—A cone of uniform density, whose slant height is 14 inches, is suspended by the edge of its base, when its axis is found to incline 10° to the horizon; find the dimensions of the cone.

THE form below was prepared by Mr. W. W. Colby, Principal of one of the Public Schools in Madison, and seems to be quite complete.

..... PUBLIC SCHOOLS.

TEACHER'S WEEKLY REPORT TO PARENTS.

..... *School.*

Attendance, Scholarship, Conduct and Rank of

.....

COMMENCING....., 1863.

Weeks.	Half Days Absent.	Times Tardy.	Times Dism'd.	Good Lessons	Failur's	SUMMARY.				Parents or Guardians will please sign below each week.
						Atten dance	Schol 'ship.	Con duct.	Rank	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
Total.										

NOTE.—In the summary 10 is perfect; from 9 to 10 is excellent; 8 to 9 good; 7 to 8 passable; below 7, discreditable. Parents and Guardians who will examine sign this Report weekly, and will often visit the School, will very much aid the teacher in raising the standing of the pupil and the character of the school.

..... Teacher.

SUPERINTENDENT'S DEPARTMENT.

TO COUNTY SUPERINTENDENTS.

In making my Annual Report to the Legislature, I would be glad to embody a brief Report of the Condition and Prospects of the Schools under your immediate charge.

Will you please prepare such a Report, embracing the results of your work and of your observations for the year ending August 31, 1863, and transmit the same, with your Statistical Report, to this office, or if it suits you better, at any time previous to Nov. 1, 1863.

The space that can be allotted to the Reports of the several County Superintendents is so limited as to to make it necessary to ask you not to exceed five or six pages of manuscript.

The points upon which I would like information are as follows:

1. School Houses—New Houses built, Improvements during the year, School Furniture, Apparatus, Maps and Charts.

2. Number of Graded Schools—Number having two Departments, Number having three or more Departments.

3. Teachers—Number examined, Number holding each of the three grades of certificates, Evidences of improvement, Average qualifications as compared with the previous year, Number employed in same school previous year.

4. Pupils—General average of punctual attendance upon school, General Deportment, Progress made in study.

5. Patrons—Visits to school, General interest, Co-operation with Teacher by active efforts to advance the interests of the school.

6. Any other matter of general or of local interest that you may choose to present.

Any suggestions you may desire to present with reference to the wants of our schools or the defects of our school system, will be most thankfully received.

N. B. You will confer a favor by sending me copies of Notices or Circulars you may issue, as also copies of your questions used in examinations.

A copy of this Circular has been addressed to each County Superintendent, also to each City Superintendent of the State.

I hope each will comply with the request contained therein that the next Annual Report from this Department may contain full and reliable statements as to the condition of schools throughout the State.

J. L. Pickard, *State Supt. Pub. Inst.*

EDITORIAL MISCELLANY.

THE ADDRESSES AT KENOSHA—A LETTER.

Mr. Peabody's Address we thought one of which the Association might be proud, and we have felt that he is fitted to occupy a position in just such an institution as that the value and necessity of which he so well set forth in the latter and larger part of his remarks. In regard to the general subject of the Address, as indicated by its title, Mr. Wells of Chicago writes us an appreciative letter, which we take the liberty to transcribe, as a deserved compliment to our late President:

"MY DEAR SIR:—I have just read the address of Mr. Peabody before your State Teachers' Association, and cannot refrain from expressing the great satisfaction it has afforded me.

We are all so very *progressive*, that we hardly ever stop to reflect. It is quite refreshing to find an educator who is able to pause long enough to take his bearings and plant a few *landmarks* to render our present possessions more secure, and furnish a substantial base line from which we may go forth to fight the battles of truth.

If every State Teachers' Journal would publish just such a sketch of the progress of education as Mr. Peabody has given to the educators of Wisconsin, I think the number containing it would be one which intelligent teachers would be careful to preserve for future reference.

Every State owes it to the present and succeeding generations to write out and publish its educational history in a connected form. How few of the States, old or new, have yet discharged this obligation. Mr. Barnard has done more toward the accomplishment of this object than any one else, and with proper encouragement and support I trust he will yet collect and digest the memoirs of educational progress in all the different States. Yours Very Truly,

W. H. WELLS."

We are no doubt much more intent as a people upon making history than upon writing it. Indeed it is one of our misfortunes that as a great nation we have no venerable and mysterious past, filled with a thousand years of experience and a thousand noble and heroic associations, but have sprung up at once as it were from infancy to manhood. Mr. McMynn told us the other day at Kenosha, that "the past two years had furnished more material for history than any previous ten." This may prove true in regard to our educational as well as our civil interests.

Prof. EMERSON of Beloit College gave the opening address on Tuesday evening. His theme was "Popular Education," in handling which, as we learned, for we did not have the pleasure of hearing him, he showed among other things, how the early history and culture of a nation determines its subsequent literary career—instancing the opposite examples of Greece, which left a splendid and imperishable literature, and of Assyria, which left none. The Address was spoken of as an eminently scholarly and creditable production, and as suited to the exigencies of the day.

Prest. EDWARDS, of the Normal University, Illinois, discoursed the second evening, with much force and spirit, upon "The Teacher as a Man." While the masters of fiction and the drama have had just cause to individualize and portray the eccentricities and weaknesses of the profession in such characters as

Holofernes, Dominie Sampson, Squeers, Ichabod Crane, etc., nevertheless the credit and value of the profession are amply sustained in its having embraced a Socrates, an Arnold, etc.

Supt. PHILBRICK, of Boston, very appositely and elegantly discoursed on Thursday evening, upon the "Teacher as Self-Made," showing very conclusively that the true teacher grows from within, and mainly through his own efforts; and that no amount of external instruction or of learning can take the place of this—giving graphic illustrations from the history of Thomas Arnold, and especially of David P. Page—born in the same town in New Hampshire with himself.

Col. MCMYNN spoke to us in a somewhat impromptu manner on Thursday afternoon, and very much to the point, showing, with the blunt earnestness of a soldier fresh from deadly grapple with the accursed slaveholders' rebellion, that lessons of patriotism are more needed in our schools at present than any other lessons, and that this kind of instruction has been neglected in times past. No speaker before the Association we think so reached and roused the hearts of his auditory.

NATIONAL TEACHERS' ASSOCIATION.

We transfer a readable account of this great gathering to our pages from the *Ohio Educational Monthly*. The criticisms of the writer seem to be generally just. The Addresses of Prest. HILL of Harvard, and Supt. GREGORY of Michigan, were the more solid and noticeable contributions of the East and West respectively to the general banquet. Prest. Hill is one of those men, rarely seen, who can be profound without taking leave of common sense; who never puts forth mere soaring and misty words as a substitute for real and valuable thought. To our apprehension nothing could well exceed the simplicity and transparency of his style in his masterly discussion of the theme—a favorite one we believe—the True Order of Studies and of the Development of the Human Faculties. Dr. Hill's ideas upon this subject deserve to be classed among those which may be called living and germinant, and that add to the existing sum of human thought and knowledge.

Mr. Gregory's very able Address covered the same ground, substantially, as that given by him last year before our State Association at Janesville, but in a more elaborate and finished manner. And here also the speaker, in endeavoring to grasp and uphold that great problem—How and by what Means shall the child, the youth, the man be best educated for himself, for society and for God, gave us, not other men's thoughts, but his own. His theme too, is a favorite one, and we hope he may still work a vein that yields so much gold. Both these gentlemen are expected, as we are pleased to learn, to present papers next year.

Dr. BARNARD'S Paper on "Competitive examination for Admission to West Point" opened a general subject, of much broader interest, and he is expected we understand to pursue it next year. The time will come when Dr. Barnard's

multifarious labors in the educational field and the value of his peculiar services in that field, will be better appreciated than they now are.

We intended to give some part of Mr. Wells' Words of Welcome, and of Mr. Philbricks' Opening Address, but must defer it.

Not to follow the correspondent of our cotemporary in a general criticism upon the meeting, we will only add that he need not have been "surprised" that Supt. Pickard of this State presented "an able Paper upon the Intellectual Aspects of Labor." By general consent, we believe, he also carried off the palm in the matter of short speeches made at the final roll-call of the States—an occasion where it is considerable credit to a man not to make a failure.

Finally, the Meeting was a hopeful sign of the times, and a good augury for our country. The attendance was immense—not less than 1500 we suppose in all—the weather hot, the audience at any time present—for there was continual coming and going—were as patient as could be expected in that dark—not to say "black-hole" of Chicago, Bryan Hall, and we often wished, while Mr. Adams of Massachusetts was reading his Essay on the "Bearings of Popular Education upon Civilization," as well as at other times, that civilization would find out how to ventilate a large hall so that half of a crowded audience might not be made sick by sitting in it all day.

NORMAL SCHOOL ASSOCIATION.

One afternoon was given up for the meeting of this organization. It consists we believe of those only who are connected with Normal work. While therefore the speakers had the advantage of a large audience, they had the monopoly of the discussions. The exercises consisted of brief reports from representatives of various Normal Schools, of their character and present condition, and the principal point discussed was the necessity of Model Schools and Schools of Practice as a part of Normal School work. The opinions expressed on this point were pretty much all on one side. The only thing said in disfavor of Model Schools was by Mr. Alfred Holbrook, of the Lebanon School, Ohio; and this was based upon the alleged difficulty of obtainting the consent of parents that their children should be gathered into a school to be experimented upon. (We should say that practically they would be far better off in this respect than school children generally are in the public schools, where a new teacher comes usually every new term, and experiments upon them *ad libitum;* whereas, in a model school, though various persons may conduct recitations from time to time, the general plan of instruction and discipline, under the principal of the school, is supposed to be of a superior and uniform character.) We understood Mr. Holbrook to say however, that the public schools of Cincinnati are visited by the pupils of the Lebanon School, and that they thus became to them schools of observation, though not of practice. This cannot suffice. As Mr. Childs, late of the Illinois Normal School said at the meeting: "You ought to see the horseshoe I produced once, under the notion that I could make one because I had seen my brother make many." Observation can never supply the place of practice.

It would not be very dangerous to a duck upon the wing to be exposed to the fire of one who though he had often seen a fowling piece discharged, had never before taken one in his hands. Still less can the art of teaching be imparted by mere theoretical instruction; and least of all can it be acquired by merely attending school and reciting lessons. But we must stop—and as Wisconsin was not called upon to make any report of herself in Normal matters at the meeting, we will summon one or two of her well known teachers to speak for her:

Mr. Pickett, of Horicon:

"We cannot here enter into an argument to show the necessity of training schools for teachers. Let us, however, assert what has actually proven true: that pupils, while studying, no more learn to teach, than children by eating bread learn how to bake it, or a lad who sees a tailor cut and make a garment, learns the trade. All teachers should learn to teach under instructors."—*Address before the State Association, in* 1859.

Mr. McMynn, of Racine:

"The other course is different. Our action would be based on the fact that teaching is both a science and an art. The science may be taught by instruction but the art must be learned by practice. One who knows only the science is no more a teacher than one who understands the law of light is an oculist. The college, academy, and high school, as such, must fail in the effort to teach teaching. They may teach much that a teacher must know, but they cannot teach him what he must do. Who could become a painter by listening to lectures on the works of Reubens and Vandyke, or a sculptor by hearing descriptions of the master-pieces of Thorwaldsen and Powers?

"We are able to furnish for observation and inspection a system of schools, capable of improvement, it is true, but still coherent and harmonious. It is not enough to see the teaching done, but he who would understand it must do it. He who would learn how to govern a school, must govern it. All the Board of Regents require at present, is, that certain instruction should be given in the science; but we possess the means of instructing also in the art. The Training School is all-important—a school where the normal candidate may apply his knowledge, and, under the direction of a clear head and a quick eye, may learn the art of teaching. To make a swordsman, we do more than lecture on the construction, temper and polish of the blade; we teach the hand to hold and the arm to wield it. Now, while we admit that the science of teaching may be taught without the model school, in which the student is to practice, we cannot see how it is possible to teach the art."—*Com. to the Racine Board of Educationin* 1859.

OUR NORMAL WORK.

At no time have so many young persons in the State been gathered into various sorts of schools for instruction as teachers as at the present. Looking in upon the Normal Department of the University the other day, we were reminded of a bee-hive, except that we dinn't see the drones. Of 150 students there, 125 we suppose are past or prospective teachers. Friend Wernli writes us from Wau-

paca, that 55 names are enrolled as the beginning of his enterprize, that more are coming, and that he feels much encouraged. At Milton Academy, which is fast becoming a Normal School, some 70 students are preparing for examination under the Normal Board (several in the second and some in the third year of the course of study). Albion Academy, as usual, has a class nearly ready, some of them on the second year. Allen's Grove Academy has a class of 40—some there also on the second year. The Institutions at Appleton, Galesville, Fox Lake, Evansville and Platteville had classes—some of them large ones—last year, and we suppose most of them have this year. The High Schools at Fort Atkinson, and Beloit, and we think also at Delavan and Whitewater, have organized classes to be examined under the Board, and other academies or schools of which we have no knowledge have very likely done the same. Wayland University, at Beaver Dam, and the "Vernon Normal Institute" at Viroqua, have each a class of teachers in training, and the High School at Rochester, under Mr. Colt, has a class of 25. There are no doubt several classes elsewhere. Then there are the temporary sessions of Normal Institutes, of from four to twelve weeks duration, now in progress, under charge of County Superintendents. At Liberty, Mr. Dodge has a class of 30; Mr. Munger has a class at Omro; Mr. Fay at Roche-a-Cree, and Mr. Wood holds a session of twelve weeks at Mauston, in connection with the High School. Mr. Robt. Baker, as usual, has a Normal session of eight weeks at Montello. There are quite possibly other protracted Institutes in session. On the whole, we judge that some five or six hundred teachers are receiving instruction this fall, in these various localities, for terms of from four to twelve weeks, to say nothing of perhaps one thousand teachers who will attend the ordinary four days institutes of the season.

All this is encouraging, and indicates progress. But it is obvious that our Normal work, though concentrating, and slowly taking more form, and method, and permanence, is quite too fragmentary and scattered. To call a school or a term of instruction a Normal school or Normal instruction, does not make it really such. Measured by any just standard, how many out of say fifty persons engaged in giving such instruction in the state, are at all competent to the task? If there are ten, it would be far better that they should form two corps of Instruction, and that these six hundred expectant teachers should all be gathered, if it were practicable, into two good normal schools. We are not by any means censuring those who are endeavoring to aid teachers, for doing the best they can. The trouble is that as yet community are not ready, to any great extent, to pay properly for the services of trained and skilled teachers, and the State has not yet sufficiently felt the pressure of a demand for such teachers to make her set about the work of founding and endowing a system of Normal Schools. All we can do is to work and wait in hope.

In California, every teacher must take an oath of allegiance to the Government, and in San Francisco, every teacher is a subscriber to the new *California Teacher*.

INSTITUTES, &c.

Institutes have been held or will be held this season commencing as follows:

For Juneau,	at Mauston,	Aug. 24
Grant,	Boscobel,	Aug. 31
Kenosha,	Liberty,	Sept. 7
Waushara,	Pine River,	Sept. 7
Waupaca,	Waupaca,	Sept. 7
Adams,	Roche-a-Cree,	Sept. 9
Brown, Door, Kewaunee, Outagamie, Oconto, and Shawanaw,	Green Bay,	Sept. 22
Winnebago,	Omro,	Sept. 22
St. Croix,	Hudson.	Sept. 22
Richland,	Richland Center,	Sept. 22
Sheboygan,	Plymouth,	Sept. 28
La Crosse,	La Crosse,	Oct. 5
Trempealeau,	Trempealeau,	Oct. 12
La Fayette,	Shullsburg,	Oct. 12
Jefferson,	Palmyra,	Oct. 19
Walworth,	Sharon,	Oct. 19
Columbia,	Columbus,	Oct. 26

For Waukesha, Institutes of three days each, followed in each case by a three days examination, will be held at Genesee, Sept. 21, Vernon Center. Sept. 28, Pewaukee, Oct. 12, and Summit, Oct. 19. Several of the other Institutes above named will continue three or four weeks as in Kenosha, Winnebago, and Waupaca, and the session for Juneau county is twelve weeks. Other Institutes have probably been appointed, of which we have no knowledge.

The law requires Superintendents to hold these institutes, but points out no way in which the expenses are to be met. Neither does it in any direct way operate to bring those teachers to attend them, who most stand in need of instruction and who often most shrink from attendance. It is much to their credit, that some of our very best Superintendents who are capapable of doing good work in an Institute, have paid considerable money out of their own pockets to procure assistance. It would not be surprising if such men should decline re-election under the present plan.

WINNEBAGO CO.—We regret that we have not room this month to give the whole of the following communication from Mr. W. W. Daggett, who is now principal of the Union School at Neenah. The marked improvement of which our correspondent speaks is not universal over the State, as he supposes, but will be found only where the same course has been pursued—namely, electing a practical, experienced teacher, who has taken off his coat and gone faithfully and judiciously to work. We could mention several counties where this has been done, and such men should certainly be continued in office:

"Any one not acquainted with the circumstances, would hardly believe, that

so great a change could have been wrought in our common schools, in so short a time, as has been during the time County Superintendents have had control of the same. Prosperity now seems to be visible in this department throughout the State, whereas formerly many of our schools proved a failure.

The active friends of education in this county expected much benefit from a change in the superintendency of schools, and I am happy to record the fact, that they have not been in the least disappointed. It is true that some opposed the new system upon the ground of a trifling additional expense in the execution of the new law; but the great advantages in the present mode of examination—the Institutes—uniformity in teaching—the introduction of orthography, mental arithmetic, map-drawing and an entire reformation of instruction in the important branches of reading and spelling, together with great improvement in government, and in tidiness in the school rooms of our county—have silenced those who had taken little pains to inquire into the changes proposed by the new system. Perhaps the greatest good will in time arise from the manner in which the examinations are conducted. The principal questions are of such a grade, at each examination, as to require previous study on the part of most teachers in order to pass the somewhat difficult ordeal. This is already doing much to fill our High and Union Schools with teachers who are anxious to obtain good certificates, and will, if adhered to for a few years, fill all our school houses with teachers who are masters of the branches they are called upon to teach. * * * * * Our Superintendent is at home here (having taught in High Schools some ten years as well as holding the office of Superintendent in the State of N. Y.) and gives the most valuable advice to teachers upon all points of doubt in conducting their schools. * * * * * The teachers of Winnebago county could hardly be reconciled to a system wherein they would be deprived of the advice and encouragement of a "live teacher" whose sympathies are enlisted in their work; and it is to be hoped that wherever Superintendents have labored faithfully for the cause of education and succeeded in laying a good foundation, they may be retained in office."

KENOSHA Co.—At a recent visit we found 28 studious teachers, usefully at work, under friend Dodge, their Superintendent, assisted by Mr. Rice, who was quite at home in his old school-room, at Liberty. Lectures were provided for many evenings of the four weeks session, and an intelligent audience turn out to hear them. We hope they won't allow Mr. Dodge to pay all the expenses.

KENOSHA.—Having a leisure hour here the other day, while waiting for a train, we dropped into the High School. Found things quiet and pleasant, and the machinery to all appearance running smoothly. The school is fuller than at any former time, though the population of the city is not greater—perhaps less. This indicates good work all the way down. The recitation was on "fog," etc., and as the day was misty withal, it was not strange that the discussion was a little so. But the sun will come out and it will clear up. Friend Stone knows how to teach school, we think, without making a fuss. It isn't every one that does.

ROCHESTER.—Mr. J. C. Colt, in charge of the High School, has a teachers' class in training, and we saw evidences of good work. Here too, Lectures are sustained and well attended.

BURLINGTON.—Mr. M. M. Rice, formerly at Liberty, is to take charge of the Union School here. We heard the labors of his predecessor, Mr. J. A. Thomason, well spoken of as we passed through.

ALLEN'S GROVE ACADEMY.—Learned from Mr. Montague, as we passed along, that after some enlargement of accommodations, the school is full—upwards of 100—40 preparing to teach. We met a very pleasant teachers' class here last year, and found a very pleasant school.

MILTON ACADEMY.—The fall term of this institution opened with over 150 students. One half of this number are specially qualifying themselves to teach in our public schools and academies. Prof. Searing, who has taught for several years the popular select select school at Union, was added this term to its corps of teachers. He has charge of the French, Greek, and a portion of the Latin classes. He is a valuable addition to the institution, with which his connection is expected to be permanent.—*Janesville Gazette.*

VERNON NORMAL INSTITUTE.—This school, under Mr. W. W. Waterman, with assistants, had an aggregate of 163 pupils last year, 96 of whom were in the Higher Department. There are 60 pupils in attendance the present term, embracing a Teachers' Class. We trust the school is doing a good work for Vernon county.

THE CALIFORNIA TEACHER.—We have much pleasure in acknowledging the receipt of this occidental visiter, the first number of which appeared in July. It starts off as if it meant serious work in a good cause. Resident Editors: John Sweet, (State Supt.), George Tait, George W. Minns and Samuel J. C. Swezey.

BOOK HOLDERS.

Among the many good things done by Dr. Lewis, is the getting up a neat Book Holder, for students and readers. The Doctor contributes an article for this number on Position in Study, a subject which demands most serious attention. The stooping posture, so often allowed at school, with its concomitants of a contracted chest and imperfect respiration, is one of the causes, often pointed out by physiologists, of undermined health and ultimate consumption. The Book Holder retails we believe at $1.00, but we presume the right to manufacture after his patent can be obtained of Dr. Lewis for a reasonable consideration. Something of the kind is needed in every school, and would be useful in every family. Address Dr. Dio Lewis, Boston.

NEW FIRM.

"Sargent, Wilson & Hinkle" is the new style of the old and well known publishing house of W. B. Smith & Co., Cincinnati. Among the good books which they issue is the "Examiner," noticed in our Book Table.

"TO COUNTY SUPERINTENDENTS AND OTHERS IN POSITIONS OF INFLUENCE."

DEAR SIR: The State Teachers' Association at its late session passed a Resolution, as you are aware, recommending an effort to extend the circulation of the *Journal of Education*, "that it may be supported independently of State Assistance."

The new postage law, I find, doubles the amount of postage to be pre-paid on the copies of the *Journal* sent to school officers, while the price paid for the same by the State remains unchanged, being fixed by law. This obliges me to pay $636 dollars postage on the current volume, instead of $318, as on the last volume. The price of the *Journal* was put some months since at 60 cents to individual subscribers, and it has been proposed, with the help of friends, to increase the circulation to 1000, and that number of copies of the present volume has thus far been printed in addition to the State subscription. But under existing circumstances, I cannot longer take the pecuniary hazard of printing so many without some assurance that they will be wanted. The object of this Circular is therefore to ask of all who respond to the the Resolution of the Association, and who can aid in the object, to communicate with me and state how many names can be secured. The Fall Institutes and Examinations afford a favorable opportunity for presenting the subject to many teachers.

Without asking any positive pledges, I shall feel greatly obliged to Superintendents, or other persons in the different counties, especially where the Journal is little circulated, who will obtain subscriptions and inform me what additional number may reasonably be expected. Those who may be willing to act in the matter, are desired *to make a return by or before the 15th of October*, that I may judge with some certainty how many it will be safe to print hereafter.—Friends who take subscriptions, may at their discretion give credit to those who wish the Journal and have not the means by them, but who will send the 60 cents *before the close of the volume*. It should be mentioned that the postage is now one cent a number—12 cents a year. We wish all *subscriptions to begin* with the volume—i. e. the July number; first that subscribers may be sure of a complete volume, and secondly as a favor to us—the numbers being printed and on hand. If any are unwilling to commence with the volume, then we wish subscriptions to be taken for the remaining numbers of the volume only, the amount for which is easily estimated, at 5 cents a number.

Faithfully Yours,

Sept. 18, 1863. THE RESIDENT EDITOR.

TO EACH SUBSCRIBER!

KIND FRIEND, by obtaining *one name* for the Journal you can do your part toward doubling our circulation.

THE

Wisconsin Journal of Education.

VOL. VIII. NOVEMBER, 1863. NO. 5.

REPORT OF COMMITTEE ON REVISION OF THE SCHOOL LAWS.*

The Committee respectfully Report :

That in the hurry of the last session, no instructions were given them as to the specific service expected, and that they have been left therefore very much to their discretion It seems fitting to them to review briefly at this time the past action of the Association, to advert to the present condition of the School laws and to make some suggestions for the future.

Although characterized by indomitable energy and much intelligent shrewdness, the settlement of our newer States, unlike the founding of the Amerian Colonies, has not been under the leadership of minds which might be expected to originate new institutions or systems. New phases of society result indeed from new and peculiar circumstances of life, but the early settlers of the West were a class, who, having the hardships of pioneer life to encounter, and no superabundance of this world's goods, were content, for the most part, to imitate and reproduce that to which they had been elsewhere accustomed. A large and influential portion of the early settlers in this State, were from New York, and in giving to community its organic structure, it was but natural that they should conform very much to the educational as well as the governmental and municipal systems of the "Empire State." Hence in school matters they bequeathed to us, first the imperfection of the single independent district, borrowed originally from New England ; and the plan of a county supervision of schools being just at that time under a cloud at home,

* Read before the State Teachers' Association, July 30, 1863, by J. B. PRADT, in behalf of the Committee. The committee, consisting of Messrs. A. Pickett, of Horicon, and J. B. Pradt and C. H. Allen, of Madison, was continued, and respectfully invite communications and suggestions on the subject entrusted to them.

they went back to the insufficiency of a town superintendence. The first enactments made no provision for grading the schools, and none for supplying them with trained teachers, although the Constitution contemplates the establishment of Normal Schools.

Some of the early teachers and school officers of the State more clearly apprehended her immediate and prospective educational wants, than did those who shaped her first educational legislation. As far back as the Second Annual Meeting of this Association, held in Madison in 1854, the little band of teachers which then assembled, as our historian records, in an obscure room in the court house, and two of whom at least are with us to-day,* began to consider these wants and the defects of the school system. At this and subsequent meetings, the importance and necessity of an Educational Journal, of Graded Schools, of Teachers' Institutes and of Normal Schools were discussed ; the Legislature was memorialized, and the aid of the State Superintendent invoked. The first Superintendent of the State, Hon. E. Root, discussed some of these subjects in his first Report, particularly that of graded schools, and his successors have frequently called attention to our wants in this and other respects.

These efforts were not altogether unsuccessful. In 1856, an Educational Journal was established, and through the agency especially of the first resident editor, Mr. McMynn, the patronage of the Legislature was secured in its behalf, and for several years it has formed one of the public educational agencies of the State. Special enactments to meet the wants of cities and villages have been granted, but no general plan for the introduction of graded schools has yet been incorporated into our school laws. The law of 1858, authorizing the union of any two or more contiguous districts for high-school purposes, has been inoperative, for the reason that except with an evident prospect of material advantage, people do not readily make changes of this nature which are merely permissory and not obligatory, and because the same end is attained in villages by the consolidation of districts.

In 1857 an act was passed appropriating twenty-five per cent. of the income arising from swamp and overflowed lands for Normal School purposes, and provision was made for a Board of Regents to regulate its distribution. This Board has never judged itself authorized, under the act, to establish a Normal School, and the money at their disposal has been applied to the aid of schools and institutions which have from time to time organized and instructed Normal Classes so called, and to some extent also for the support of Teachers' Institutes. The State is still

* Hon. J. L. Pickard, State Superintendent, and Col. J. G. McMynn, late Principal of Schools in Racine, and more recently in command of the 10th Wisconsin Volunteers.

destitute therefore of Normal Schools as a result of the provisions of her constitution, although the Normal Department of the University has recently been re-opened, with an encouraging prospect of usefulness and success.

In 1858, this Association at its session in Portage, after considerable discussion, at that and the previous meeting at Waukesha, adopted, on Report of its Committee, General Plans for a School System and for Normal Instruction which may be briefly stated as follows:

1. The union of the districts of each town, village or city under one Board, each local district electing a member of the Board, and this Board, to have the power of establishing schools of different grades as required, and to elect a Secretary who should be ex-officio Inspector or Superintendent of Schools.

2. The Inspectors of the several Union Districts of each county, or other territory designated for that purpose, to form a County Board of Education, and to appoint a Superintendent for the county, or other territory forming a Superintendent district.

3. The several Superintendents of the State thus appointed to constitute a State Board of Education, of whom the State Supt. should be President, and the Chancellor of the University and the Principals of Normal Schools ex-officio members.

The "Plan of Normal Instruction" adopted embraced the following agencies:

1. Model instruction in a model school connected with the High School of each town or other High School District, together with suitable encouragement to pupils who aspire to become teachers.

2d. Efforts at Self-Improvement, in Town Associations of Teachers, assembling weekly at the central school, under the direction of the Principal of the High School.

3d. Semi-annual Institutes, held under the direction of County Superintendents, and aided by the State.

4th. An Itinerant Normal Faculty, who, in conjunction with the County Superintendents, should give instruction in the Institutes.

5th. Normal Academies, furnishing a good disciplinary course of instruction, but aiming especially to impart both the general and technical ability to teach.

6th. A Normal School proper, as a State institution, and forming one of the several schools that make up a complete University.

The immediate efforts made to procure the Legislative sanction of any of these recommendations failed. The subsequent appointment by the Legislature of a Committee to revise the school laws, of which the then Chancellor of the University, Dr. Barnard, was made Chairman, failed

also to yield any results. Two years since however, at the instance of our present State Superintendent, an act was carried through the Legislature, providing for a County Superintendency of Schools, and this, with an improved system of examining the teachers, has now been in operation some eighteen months, with very gratifying results.

Last winter the State Superintendent conferred with your Committee in regard to asking of the Legislature the enactment of the Town or Union system of School Organization, and some progress was made in the State Superintendent's office in preparing a Bill for this purpose. Upon the appearance however of a disposition in the Legislature to attack and repeal the County Superintendency, the prosecution of the work was suspended, under the apprehension that in asking more, what had already been gained might be endangered, or lost.

At the end of five years service therefore, (for some of their number have been in commission for that length of time,) your committee are able to report the proper realization through legislative enactment, of only *one* of the important measures to which the Association affixed the seal of its sanction at the time indicated.

Much has been gained however in other respects. The remaining defects of our school-system have been widely and in various ways discussed, and our educational wants are more widely and sensibly felt. Not only have the seeds of improvement been sown by the Association, but the seed has sprung up and is ripe for the harvest. It should also be noted that under the patronage of the Normal Regents and the direction of the County Superintendents, the State during the past four years has been ploughed and cross-ploughed by Institute work, which, while tending in many ways to awaken new interest in education, has been especially important, in connection with the more strict examinations of teachers, in showing the necessity of better qualifications on their part. As the result in part no doubt of the demand thus created, the Regents of the State University have re-opened the Normal Department of that Institution, and upon what it is hoped may prove a permanent basis.

In conclusion it remains to indicate our present wants, and to make some suggestions as to the manner in which they may be supplied.

Your Committee will not dwell upon the advantages of that change which seems to be first and most imperatively needed, and which should precede the other changes required—the consolidated or Union system of Schools in our towns. If any argument is needed, others present will be able to supply it. Several other States have fortunately incorporated this feature into their systems from the outset. The longer we delay it, the more difficult it will be. After reaching a certain age, the chances for

passing from single blessedness to a better condition are said to be much diminished.

Your Committee have seen no cause to doubt that the view adopted by the Association five years ago, as to the best method of filling the place of County Superintendent was a sound one—namely that it should be by appointment and not by popular election. They conceive that while the primary responsibility for good schools as for all other institutions of society, rests upon the people at large, yet, after they have elected their immediate representatives or agents for educational purposes, all that follows, in the way of selecting those who are to perform the work of the educational field, is best left to those representatives. A School Board will seldom be swayed by political bias. A sense of self-respect will prompt them to endeavor at least, to employ competent teachers and superintendents, or at all events to come up to public expectation in this respect. Superintendents of Schools in our cities are quite uniformly appointed and not elected. Experience has shown this to be preferable. There would seem to be no good reason why it should be otherwise in regard to Superintendents for counties.

The general plan adopted by the Association embraced the formation of a State Board of Education. The Committee entertain the opinion that such a Board would be less unwieldly and more efficient if less numerous than the whole body of County Superintendents, of whom it was at first proposed that it should consist. It was also recommended, however, that the State be divided into Districts for *Normal purposes.* These districts might perhaps be co-terminous at first with our Congressional Representative Districts. Not to pursue the subject however of the establishment of a system of Normal Schools for the State, which must be a work of time, these Normal Districts might be created with great advantage for another but kindred purpose: namely, that there might be apppeinted over each an Educational Officer to be known as the Normal Superintendent, who should be the superior of the county and city superintendents is his district, and to whom should be committed the very important trust of organizing, unifying, developing and superintending the educational work of the district. For this suggestion the Committee are indebted to a former member, Col. McMynn, whose observations in Europe led him to believe that a similar feature could be advantageously incorporated into our School system. The more this suggestion is examined, the more it will be found to embody an element of strength and efficiency which we need. It is confessedly very difficult to combine in an eminent degree all the qualifications which make up a model County Superintendent. If the army of the Potomac was two years in finding a General who could lead it to decisive victory, it is quite

irrational to expect to find sixty men, in a single new State, taken many of them from other avocations, who can stand forth as educational generals. It is more reasonable to hope to find a few such men.

The work which needs to be done among us immediately and for years to come, and which can be done properly only by men of peculiar capacity and qualifications, is too obvious to require a lengthened description here. The proper and useful conducting of Institutes, the concentration of Institute work into more protracted normal instruction—thus preparing the way for Normal Schools ; the enlightenment of the public mind and the moulding of the public purpose in regard to this and other educational wants ; the systematizing of every part of school work upon a broad and philosophical basis, the making our schools nurseries of patriotism as well as intelligence, and our children intelligent, upright, loyal citizens as well as good scholars—this is what we need, but it is a work which itself needs for its direction, men of master minds. The accomplishment of this work cannot be realized at once, but to this we must come, or our whole attempt at public education, nay our whole experiment of self-government will miscarry ; for upon the effectual upbuilding and maintenance of our public schools, on a large, liberal and truly christian basis, depends more than we yet think or feel, our permanence as a nation. The old motto must be enlarged : United and educated we stand, —uneducated and divided we fall. It is impossible that so vast a country as this can remain under one government and in the enjoyment of civil liberty, unless that government be truly the expression of the will of a highly enlightened people, who have effectually learned lessons of moderation, forbearance and justice.

But to return to the point before us : It is quite obvious that such a body of men as has been indicated, with the State Superintendent at their head, would form a Board for the State, to whom might be well and safely entrusted, all our educational interests. They would also supersede the need of special boards, such as we now have, for the University and for Normal Schools. Under their guidance, our disjointed, scattered, unaffiliated educational agencies would acquire unity, strength and completeness. To them should be committed, in a subordinate degree, the trust of educational legislation ; that is, the power to regulate school affairs for the State, under a few simple, fundamental laws, much as a local board regulate school affairs for their own city or town.

The Committee do not wish to be understood as recommending an effort to procure immediate and summary legislation upon all the topics which they have discussed. This must be a question of prudence, of time, and of opportunity. Still each year's delay in securing the best means and facilities for the efficiency of our public schools is a public loss—a

loss which can be estimated only by multiplying its individual aspect, by all that vast number of children who are losers in consequence of existing defects, and by remembering that this want of proper educational advantages in early life, is seldom made up for afterwards.

Your Committee close their report with a more practical presentation of the matters which they have had under consideration, in the form of the following resolutions:

Resolved, That in the judgment of this Association, the proper efficiency of our Public School System requires:

1. A plan of Town Organization of the Schools.
2. The general introduction, as far as practicable, of Graded Schools.
3. More attention to School Architecture and a better supply of School Apparatus.
4. The carrying out of the intention of the Constitution in regard to School Libraries.
5. More earnest and systematic attention to the physical, æsthetic, moral and religious training of children in the schools, as well as more enlightened methods of instruction and intellectual development.
6. The appropriation of aid by the State for holding Teachers' Institutes.
7. The establishment of a series of Normal Schools, and the division of the State for this purpose into Normal School Districts, and the appointmet of Normal Superintendents over those districts, who shall constitute a State Board of Education.
8. The establishment of a grade of permanent or professional teachers' certificates, to be granted to graduates of Normal Schools, and to others who pass the requisite examination.
9. The selection of County Superintendents from the number of those who hold such certificates, or equivalent credentials.*
10. The establishment of a Polytechnic Institution for the promotion of agriculture and other industrial pursuits, with provision for military education.

Resolved, That a committee be appointed whose duty it shall be to bring these measures before the Legislature, in such a manner and at such times as they shall deem most proper, and as they shall be instructed by the Association.

Resolved, That the County and City Superintendents be requested to co-operate with the committee in circulating petitions to the Legislature to grant such enactments as they may deem desirable from time to time.

READING maketh a full man; conference a ready man, and writing an exact man; and therefore if a man write little, he had need have a great memory; if he confer little he had need have a present wit; and if he read little, he had need have much cunning, to seem to know what he doth not know.—*Bacon.*

"QUILLS are things that are sometimes taken from the pinions of one goose to spread the opinions of another."

* This item, after a brief discussion, was laid upon the table.

NATIONAL ASSOCIATION—WELCOME TO THE WEST—

By Hon. W. H. Wells.

"I rise in behalf of the Board of Education and the teachers and citizens of Chicago, to welcome the members of the National Teacher's Association to our city.

"For myself, I may say, and for my associates, there is an intensity of interest in this greeting which rises far above the formality of an ordinary welcome. We ourselves have come to Chicago from all the different States now represented in this Association.

"It is our own kindred and friends, our former associates, with whom we took sweet counsel in other days, that we now welcome to our adopted home.

"And first, with hearts full of affection and gratitude, we welcome New England, mother of schools. Yours are the honored named of Russell, and Carter, and Gallaudet, and Woodbridge, and Mann, and Barnard, and Emerson, and Z. P. Grant and Mary Lyon, and a hundred other lights of the first magnitude in the educational firmanent, that will never cease to shine. Yours was the first Normal School in America, and at the present time yours is the most comprehensive and valuable educational periodical in existence. Again we say, all hail New England. Long will the newer States pay you their homage by frequent visits to your schools, and long will they continue to profit by your teachings and your example.

"Welcome, Empire State! proud in your position; commercial metropolis of a continent, and peer of New England, in your system of public instruction. Yours are the worthy names of Albert and John W. Pickett, and Emma Willard and S. S. Randall; and to you, jointly with New England, belongs the honor of that bright name, the name of David P. Page, whose sun went down at noon.

"Yours was the first State Teachers' Association and the first State Teachers' paper; and yours is the Training School at Oswego, to which all eyes are turned.

"To you, we bow as our instructors and guides.

"Welcome, New Jersey. Though small in area, you have already written a large page in the educational history of the country.

"Welcome, Maryland, with a Baltimore High School that vies with the Free Academy of New York in its appointments and its fruits, and a McJilton whose name is a synonym of educational progress.

"Welcome, Washington, the home of Richards, one of the founders and present pillars of this Association.

"Welcome, Keystone State, with your excellent school system and your excellent school laws, on which the name of Thomas H. Burrows is everywhere inscribed. Yours is the first complete and legalized system of Town and City Institutes of Teachers for mutual instruction and improvement, and all the other States will watch with interest the result of this grand experiment.

"Welcome, Ohio. Though young in years, it is a full generation since you published a series of octavo volumes embodying the transactions of the Western College of Teachers, a monument of educational progress that gives Ohio a prominent place in the history of American education.

"All honor, also, to the teachers of the Buckeye State, for your early example of self-sacrifice in sustaining a State Agent at your own expense; and honor to the name of Lorin Andrews, who has been suddenly cut down in the midst of his usefulness, a martyr to the glorious cause of the American Union.

"It is with peculiar pleasure that we extend the hand of welcome to Kentucky, and Tennessee, and Missouri. Nobly and valiantly have you struggled to sustain both the Union and Free Schools, and the success with which you have triumphed over every obstacle, challenges our admiration.

"And what shall I say to the States nearer home—to our own little family of the Northwest? I have seen the assembled teachers of Michigan, of Indiana, of Wisconsin, of Iowa, and of Illinois, and numerous representatives from Minnesota, and Kansas, and Nebraska; and, brethren and sisters, there are a few things which I would like to say to you, but we are young yet, you know, and the old folks are around now, and so I must desist. But some time, when we feel a little less restraint, we will have a free talk on these points over our own tea-pot. I may at least extend to you, as I do, from a full heart, an earnest welcome.

"Welcome all, thrice welcome to our city, and to our educational feast.

"And now, Mr. President, I will only detain you to whisper a secret to the gentlemen of the Association. History, you know, often repeats itself. Among the early lessons of my school life there was one little story in the History of Rome which I always read with peculiar interest. It was the story of the public games prepared for the especial entertainment of the Sabines, who came all unsuspecting, and brought their daughters with them, and who found the last act of the play entirely different from that which had been announced in the programme.

"On looking over the census of 1860, I find that the number of ladies in the Eastern States is very considerably in excess of the number of

gentlemen; and the number of gentlemen in the Western States considerably in excess of the number of ladies. In imitation of our ambitious predecessors, we also have invited our Eastern friends to a grand educational feast, and we rejoice to find that so large a number of the daughters of New England have responded to the call, and I may as well say that before the close of the fifth act, we intend in some way to restore the equilibrium."

PROCEEDINGS OF THE NATIONAL TEACHERS' ASSOCIATION.

The annual meeting of this body, held in Chicago the second week in August, was an earnest that the educational forces in the free States have suffered no decadence, and that, even in the midst of an expensive and all engrossing war, the conviction of the paramount value of public education, and the determination to provide for its continuance are leading purposes. We regret that many true and tried men, whose hearts are with us, and who have heretofore participated in our councils, were prevented from coming up to this annual jubilee. God grant that ere another year the dark cloud of disloyalty and rebellion may have rolled away, and that those true, earnest souls, who are yet a leaven in the "Confederacy," may be released from the terrors of that bondage in which they have so long groaned and suffered. There are more than ten righteous men, for whose sakes the States in defection shall be redeemed, purified and restored to the body politic of this great nation.

The exercises were characterized by great harmony of action and evinced no narrow spirit. They embraced the discussion of topics touching upon every phase of our educational interests; and no department but had its representatives.

The welcoming address of Mr. Wells, Superintendent of the Chicago Schools, recounted the progress of education in the various sections of the Union, paying graceful tributes to the leading educators of the land. His greeting was classic, fervent and patriotic.

The President, Hon. John D. Philbrick of Boston, in his annual address reviewed the history of the association, urging its claims upon the large-hearted and enlightened educators of the land, and stating some of the important measures with which, by its very nature, the Association is charged, looking towards greater unity of action throughout the entire country, and the building up of more enlightened and influential systems of public culture.

The Teachers' Associations of New York and Ohio were represented by delegates who were cordially welcomed.

The address of T. D. Adams, Esq., of Boston, upon *The bearings of Popular Education on Civilization*, was a masterly exhibit of the genius and power of our free institutions as the outgrowth and expression of universal culture of the people.

Prof. E. A. Grant of Louisville, Ky., read a well-considered paper on *The causes of failure and success among those who assume the office of Teacher*.

The address of Hon. John M. Gregory, Superintendent of Public Instruction of Michigan, presented many valuable suggestions on the Philosophy of Education and Methods of Instruction. It was a paper of more than ordinary merit, and showed deep research and careful analysis.

On the opening of the second day's session, on motion of Prof. G. W. Hoss, editor of the *Indiana School Journal*, a committee of five was appointed "to consider and report what the times and the condition of the country demand of educators in the way of teaching the principles of our government; also the rights and duties of the citizen under the same."

S. W. Mason, Esq., of Boston, read a very suggestive paper on School Gymnastics.

Mr. Z. Richards of Washington, D. C., read an essay, The Teacher an Artist.

At 11 o'clock the regular order was suspended, and exercises appropriate to the day of thanksgiving and prayer, as recommended by the President of the United States, were conducted by Rev. Dr. McJilton and others. Rev. Dr. Hill made an impressive opening prayer. Speeches were made by Rev. Dr. Eddy and Rev. Mr. Brooks of Chicago, and Hon. John M. Gregory of Michigan. Our limits prevent us from giving a report of their patriotic and soul-stirring words.

The afternoon was occupied with the session of the American Normal School Association.

At the evening session, Messrs. J. B. Pradt of Wis.; A. P. Stone of Mass., and A. J. Rickoff of Ohio were, on motion of the Secretary, appointed a committee on the President's address.

Rev. Dr. Thomas Hill, President of Harvard College, delivered the address of the evening, on "The Greatness of the Work of Educating the Young," discussing the philosophical bases upon which a true system of education may be predicated.

The sessions of the the third day were full of earnest labor.

On motion of Mr. J. Tuckerman of Ohio, a committee was ordered to report at next session upon the comparative merits of theoretical or gen-

eral, and practical or specific instruction. Messrs. J. Tuckerman, J. M. Sill of Detroit and C. H. Allen of Wisconsin, were appointed such committeee.

E. A. Sheldon, Esq., of Oswego, N. Y., read a carefully prepared and able essay, exhibiting the system of Pestolozzi as taught in the Oswego Training School.

Mr. Wm. B. Crosby, of Cincinnati, Ohio, read a paper on "The Organization of Primary Schools."

Hon. Henry Barnard, LL.D., of Conn., addressed the Association upon Competitive Examination for admission to the Military Academy at West Point.

On motion of Mr. C. Ansorge of Mass., the following resolutions were adopted, supported by appropriate remarks from Messrs. Ansorge, Richard Edwards, McJilton and Prof. Geo. F. Root:

WHEREAS, The power of Music over the human soul, has been proved beyond question both by reason and experience; and whereas, singing is the simplest as well as the most popular and effective kind of music: therefore

Resolved, That singing should be taught to some extent in every public school.

2. *Resolved,* That public teachers to whom, in most cases, this branch of instruction will be intrusted, should cultivate their musical faculties as much as circumstances will permit.

3. *Resolved,* That the publication of a suitable collection for teachers, containing songs of a professional, social, patriotic and religious character, would supply an acknowledged want, and be likely to meet with favor.

Professor G. W. Hoss, of Indiana, presented the following report of the committee relative to the duty of teaching the principles of government in our schools:

WHEREAS, In a democratic govenment, wherein the people are of necessity the sovereigns, it is indispensable to the prosperity and perpetuity of such government that those sovereigns—the people—understand the principles of said government; and

WHEREAS, The exigencies of the times demand the highest intelligence and the purest patriotism; therefore be it resolved,

First—That it is imperative that the history, polity, and constitution of our government be taught in all our schools wherein the maturity of the pupil is equal to the subject.

Second—That this Association earnestly commends this subject to the attention of the teachers, trustees and committee men throughout the nation.

Third—That this teaching should not be prostituted to the inclination of merely partisan sentiments and principles.

Mr. Hoss supported the resolutions in a brief but eloquent speech.

Mr. Richards of Washington, said that the growth of public sentiment in his city in favor of teaching the constitution is most marked.

Prof. Grant of Ky., remarked that Kentucky had four times avowed her loyalty to the Union, and the secret of that loyalty is that we teach and read the constitution. We have lived through the time when loyalty costs something, and we know the value of our institutions. We own all the Union. This lake spreading at our feet—the blood of my fathers bought it, and the saannahs of the south are twice bought by the blood of my kindred. We are not educating citizens of any spot or clime, but of the *world*. He was in favor of subjecting every candidate for the office of teacher to an examination in the constitution and its history.

Mr. Wells endorsed the report and trusted its spirit would be incorporated into the instruction given in the schools throughout the land.

Hon. Mr. ("Long John") Wentworth of Chicago was called out, and spoke at length. The drift of his remarks seemed to be that that teaching is best which ignores the high behests of patriotism and the claims of religion. The editor of the *Illinois Teacher* justly deprecates the necessity which called a *politician* before a body of christian teachers to air the tenets of his own dark faith.

The report was adopted, and after the singing of "America" by the audience,

Mr. Allen, whom the chairman announced as coming from the nearest point to Plymouth Rock, offered the following resolution, which, on being submitted to the meeting, was carried with great enthusiasm:

Resolved, That while we deprecate the discussion of merely party or sectional topics by Teachers' Associations, we yet deem no person worthy to held the honorable position of teacher or officer in any educational institution, who is not fearlessly outspoken and true at all times, both by voice and vote, to the great question of loyalty, patriotism, and the unconditional support of the national government in this crisis of our country's fate.

An address was delivered by Hon. J. L. Pickard, Superintendent of Public Instruction of Wisconsin, on "The Union of Labor and Thought." It was a lecture of great ability and was well received.

Letters were read from Geo. B. Emerson, LL.D., Boston; Prof. W. F. Phelps of New Jersey; Wm. Russell; D. B. Hagar; A. Parish of Mass.; Chas. Northend of Conn.; S. P. Bates of Pa.; Dr. Wilbur of Syracuse, N. Y.; E. E. White of Ohio; Ira Divoll and C. S. Pennell of

Missouri; Hon. N. Bateman of Illinois, and J. Tenney of New Hampshire.

On motion of Hon. E. P. Weston of Maine, the following resolution was adopted as a substitute for a resolution offered by Mr. Bulkley:

Resolved, That the loyalty of this Convention needs no re-asserting—that we are with our country and for our country, now and forever, one and inseparable.

At the opening of the evening session, Mr. Pradt of Wisconsin, from the committee on the President's address, presented the following resolutions and suggestions:

Resolved, That this Association heartily endorse the suggestions of the President:

1. That the situation of the teacher must be made desirable, by adequate compensation, by good treatment, by suitable accommodations and by limiting his labors to the requirements of health and self-improvement.

2. That the mode of selecting and appointing teachers should be such as to encourage the competition of the best qualified candidates, and to give merit preference over every other consideration.

3. That proper means should be used to secure continued self improvement on the part of teachers, including especially commendation and promotion for advancement, and degradation or removal for delinquency.

The committee have considered the topics suggested by the President, and recommend that the following be assigned to the gentleman named in connection therewith, to report to this association at its next meeting. The committee further report that they have conferred with the gentlemen named, [with few exceptions] and ascertained their willingness to perform the service, if asked of them.

Dr. J. N. McJilton of Baltimore, on "A System of Free Schools, comprising the Primary, Grammar and Higher Grades, should be established in each State where such a system does not exist."

A. S. Kissell of Iowa, on "The grading of town, village and country schools, where it is practicable."

President Richard Edwards of the Normal University, Illinois, on "One or more Normal Schools should be established and maintained at the public expense in each State."

Dr. Thos. Hill of Harvard: "A Professor of the Science of Education should be appointed in each important College and University."

J. W. Bulkley, New York: "Teachers' Associations should be organized and maintained in each State, County and Town."

Prof. G. W. Hoss, Indiana: "The teachers of each State should maintain and conduct an "Educational Journal."

Col. J. G. McMynn, Wis.: "All teachers should study."

Hon. E. P. Weston, Maine: "Educational men should be appointed to fill educational offices of every description."

Hon. Henry Barnard, Con.: "Competitive examination should precede appointment to places of trust."

Hon. J. M. Gregory: "The degree of Religious Instruction, desirable and attainable in public schools."

Noble Butler, Ky.: "A National Bureau of Education should be established by the Federal Government."

J. W. Andrews, Ohio: "The defects of our system of national military education."

The report of the committee was adopted, and the Chairman was authorized to fill any vacancies in the appointments.*

The remainder of the evening was occupied by five minute speeches from representatives of the different States, concerning the condition of education in their respective localities. We regret that the crowded state of our columns will not admit of the publication of our notes of these addresses.

No former meeting of the Association so fully expressed its plans and purposes, nor was there ever so truly representative a gathering of teachers in the Union. We have high hopes that the Chicago meeting is but the beginning of a mighty reform, embracing all the States, and giving free schools and free institutions to every part of the national Union. —*New York Teacher.*

AN INCIDENT.

During the excursion of the Eastern teachers to the recent Teachers' National Convention, at Chicago, on their passage through the Great Lakes, an incident occurred, participated in by the party on board the steamer "Antelope," which will long be remembered as illustrating the exalted sphere of the true teacher.

While sailing on the beautiful lake Michigan, stopping at the island of Manitou for wood, the obliging Captain, ever ready to add to our enjoyment, informed us there were an abundance of raspberries. All were at once on the move with every conceivable dish in hand to gather the delicious fruit. But the berry ramble was soon absorbed in the more important incident which I will relate.

* Not so, but to apprize the Board of Councillors of any declinations, that *they* may fill the vacancies.—CH'N COM.

In a large opening, and without the luxury of a single tree, shrub or flower, except the long wild grass, stood, as it were upon skids, an apology for a building; which, to the cultivated eye, had the appearance of those rude "shanties" seen on many of our Eastern railroads while in process of structure, or affording temporary shelter for the beasts of the field. Built, or rather thrown together as it were, of the cheapest material, of hardly capacity for a dozen persons; an aperture on two sides of perhaps a foot-and-a-half square serving the double capacity for light and ventilation, with one of larger dimensions at one end for admittance, though requiring humble obeisance of the adult guest, it formed what was called a school-house.

In this were assembled sixteen human beings, varying in age to perhaps the same number in years; seated upon boards that had become smooth by use, humbly yet neatly attired, and in their midst a mild, modest, unpretending yet dignified and courteous female; intent upon nothing but imparting the seeds of learning to as ready minds desirous of receiving the same.

This true Educator, being on a visit to the island, had collected a few children, representing several different nations, and commenced her missionary labors among them some four years ago, and has thus been engaged since, though not constantly; for it should be borne in mind that the remote settlement of the islanders favors a school only in the summer season. For the first two years she received no compensation, and but a mere nominal one since.

In view of these facts, such an impression was made upon the minds of all, that when on board the boat again the party were called together and organized by choosing J. W. Bulkley, Esq., Superintendent of the Public Schools of Brooklyn, N. Y., Chairman, and Alvin C. Robbins, of Providence, R. I., Secretary.

Mr. Bulkley, in a brief yet enthusiastic speech, stated the object of the gathering, whereupon, at the suggestion of several of the teachers, not from poverty or want, but from a desire to honor her, in her self-denying labor, the unanimous feeling was that a committee be chosen to collect a sufficient sum of money to purchase and present her a good American watch. The committee chosen for that purpose soon reported the sum collected to be fifty-three dollars and fifteen cents, which was subsequently raised to sixty-five dollars. A committee of purchase and presentation was then appointed, consisting of Messrs. J. W. Bulkley of Brooklyn, N. Y.; A. J. Phipps, of New Bedford, Mass.; E. F. Strong, of Bridgeport, Ct.; Mrs. T. D. Adams, of Newton, Mass., and Miss R. Howard, of Boston, Mass. Said committee were also authorized to receive and publish any and all correspondence that may grow out of said

presentation, and present the same to the several State educational journals for publication.

A beautiful American lady's gold watch was purchased, appropriately engraved, and on the return trip of the party, presented in a very neat and timely address by T. D. Adams, Esq., of Newton, Mass., Mr. Bulkley not being able to accompany the party. It was quite a surprise, and accepted in a brief speech, with the same modest and courteous demeanor that marked her character and won the respect of all, at the first visit.

Ye young ladies and gentlemen who are just entering upon the great work of teaching, and after the toil of days and perhaps weeks in our beautiful New England school houses, repining upon your calling as one conducive of no good to the immortal minds entrusted to your charge, take courage by calling to mind this little incident on the isolated island of Manitou, and remember your co-laborer, ANGELICA M. BUSS.—A. C. B., *in Rhode Island Schoolmaster.*

THE FAITHFUL TEACHER'S REWARD.

Whatever may be said to the contrary, Teachers do work hard and do receive but small wages in compensation for their services. The business is not a very pleasant one, and, viewed in the light of its character as a profession, the teacher's calling is not one to be desired above all others. It is true, most of those who bear the name do sit in pleasant school rooms during the hours of labor, and are furnished with meals "in doors;" they do receive their wages and do not make much more complaint about being illy paid than most of those who are hired to do any kind of work. But is it any the less true that they are not paid as they deserve? We are told that sometimes they are not fit to teach school; but is that any excuse for their shabby treatment (to call it by no harsher name) by those who are elected by the people to protect the interests of the Teacher as well as their own and those of the districts over which they are Trustees? Many of the Teachers of even our boasted Wisconsin are compelled to receive orders on a depleted treasury, which they can get cashed only by submitting to a ruinous discount. Some obtain cash, after waiting weeks and frequently even months beyond the time appointed for the payment of their wages, and I have been told of some who have been compelled to take their pay out of the stores of the Trustees, who, in consideration of the fact that they had already had the use of said Teacher's money for considerable time, were compelled to charge an extra profit on the goods bought.

But I did not set out to complain—I desired to speak of the rewards

of the faithful Teacher. They are higher and nobler than the dollar. The "cash" or "trade" part of his reward is simply a subsistence for his body: be it small compensation or large—be it enough to enable him to enjoy all the luxuries of the seasons or simply enough to "keep body and soul together"—the faithful teacher cannot be cheated out of a portion of his salary which is laid up for him "against a time of need." The time is surely coming for each of us to lay down the implements of our toil. We must cease our work when the night of death comes upon us. And when we lay our head upon the pillow, as we are about to sink into our last sleep, we will receive the "balance due" us as Teachers. It will be paid, too, in good and true coin.

These thoughts arose in my mind on the receipt to-day of a letter from one who was my pupil some years since in a town in an Eastern State. I had almost forgotten the incidents he recalled to my memory—the little yellow-headed orphan boy—the leather apron he wore as an apprentice to a blacksmith—the assistance I gave him on entering my school—the encouragement I afforded him to press on in the difficult path—the aid I furnished in his first entrance into a physician's office. He points to these now as the means by which he was enabled to achieve for himself a name sufficient to secure him an honorable and lucrative position in the army of our country. Little did I think that at this late day I should receive so large an income of gratitude in return for what was really so small an investment. It was in the first years of my teacher's life, and I did not expect ever to be paid more than my cash salary. Had I then looked forward as I ought to such a return, how gladly would I have increased my investments many fold. If my feeble voice will rouse any of our Wisconsin Teachers to a more just view of their duties and their responsibilities, it will not have been uttered in vain. H.

Portage, Oct. 1863.

HINTS TO TEACHERS.

One of the most important conditions of success in teaching, is that instruction be adapted to the individual wants of scholars. Each mind has its distinguishing characteristics, and the mode of instruction which is best for one, may be unsuited to another. In almost every school or class there are some who make indifferent progress. Others profit by the teacher's labors but they seem to derive very little advantage. It may be said that this is owing to their own neglect, or stupidity, and this may be true in some cases, but it will not explain all. Some of these unprogressive pupils are studious and anxious to learn. The truth is, that the teacher does not reach them. He does not know their mental needs, and

hence does not adapt his instruction to them. This evil is common and should be remedied. We offer the following suggestions to teachers :

FIRST—Become acquainted with your pupils. Visit them at their homes. Learn from their parents and themselves, all that you can about their peculiarities of mind. Talk with them about their studies, find out their likes and dislikes, and the reasons for them, and discover what difficulties trouble their minds. These matters should be drawn out, not by formal and direct questioning, for that will embarrass the pupil, but in the course of friendly conversation. In this way, you can gain the confidence of your scholars, and learn many things which you ought to know. These things can be learned in the school-room, but only by personal intercourse. Parents will be pleased to see the teacher interested in their children, and may be led to give him their hearty co-operation.

SECOND—Having learned the various wants of your scholars, make every possible effort to provide for them. It will require much thought and careful study, but if your hearts are devoted to your work, the labor will be full of delight. In preparing for class, you must think of each individual, and strive to prepare for him. You must be so familiar with the studies that you can furnish various proofs and illustrations. When a difficulty is met, be prepared to explain it in as many ways as possible. Some minds may be reached by one method, and some by another. Endeavor to make every study interesting. If there be barren spots that yield us no verdure nor flowers, make richer regions contribute of their abundance to comfort the waste places, that they also may bloom.

THIRD—Show your pupils that your interest in them is not limited to school hours. Encourage them to come to you for counsel and assistance, whenever they need it. Scholars are often unwilling to press their difficulties in class through fear of troubling the teacher, hindering the class, or appearing dull. Invite them to spend time with you before or after school, or on any suitable occasion. You may in a private interview, ascertain and remove difficulties that would never have been stated in class. It is very important that you manifest a real desire to benefit your scholars.

The teacher who confines himself to a text-book, or pursues an undeviating mode of instruction, is but little superior as a teacher, to the text-book itself. The book states facts and principles in the same language, to all readers It is the teacher's duty to do much more than this. He must "speak a various language," as Nature does. He must present truth in a variety of forms, and with a diversity of attractive ornaments. Educators may learn a useful lesson from the arts of political leaders. They do not merely state their principles and adduce arguments in their favor. They employ every art. They appeal to the peculiar interests of

every class of men. This inducement, is held out to one man, and that to another. Speeches are carefully worded to suit the feelings of the auditors. These arts, dishonorable as they often are, show a skill in dealing with minds that may be employed in the cause of education. Individual characters must be studied and dealt with appropriately. Varieties of intellect and taste demand multiform treatment, and the teacher must devise ways and means to provide for them.

EDUCATIONAL JOURNALS.

[We copy the following from the Iowa *Instructor and Journal*, as applicable in every State. EDR.]

Is it not the duty of every Teacher to subscribe for, and otherwise encourage and support the only educational journal in the State? State pride, if no higher motive, should induce him to do so.

Besides this feeling of State and professional pride, a desire for personal improvement and eminence in his calling should lead the teacher to seek acquaintance with his fellow teachers and learn whatever is new in the pages of a well conducted educational journal.

The Physician, the Scientific man, and the Politician have each their organs, and he makes but a sorry figure in either of these characters who is not "posted." It is no less so with the teacher.

The low terms of our State Journal put it within the reach of the slenderest means.

To those who desire besides, a journal in which educational interests are discussed more at length, we commend most heartily Barnard's "Journal of Education" as the best the country affords.

COUNSELS TO SCHOOL GRADUATES.

We are much pleased with the earnestness and appropriateness of the following counsels to the last Graduating Class of Kenosha High School, from the Principal, Mr. I. STONE; also with a few words addressed to those who aspire to teach, which as coming from one who has had much experience in the work, are encouraging to the young teacher:

"In many respects you have enjoyed a thrilling pleasure in traveling through the labyrinth of your course of study, once so dark, now so brilliantly lit up with truth and science, which will forever illuminate your pathway hereafter.

* * * * * *

"Man has a quadruple nature, in the harmonious union of his physical, sensational, rational and moral being. In regard to his physical, he is a mere animal, with a low degree of instinct. By means of his senses,

he receives impressions from and resides in the external world. By his innate power of reflection, he lives in another world, within him. In his *moral nature*, he may dwell with, and drink in divine truths from the Great I Am.

In external life all are equal. In the intellectual and moral world, each man is an individual, therefore must, from his nature, be wholly dependent upon himself; hence it is that we notice so widely a varying scale in the progress of men. Hereafter we may trust it will be a pleasing exercise for you to study the external world in the great volume spread out before you, and that you will nurture and develop your moral faculties by the divine teachings from the *Infinite*.

Should you secure and retain a perfect unison between the external and internal world, then you would possess the greatest power, morally and intellectually considered. Let there be, therefore, no schism in your quadruple nature; rather the most perfect harmony, that there may be the greatest possible and the most high-toned influence constantly emanating from you.

In all your acquisitions, retain the conviction that you are to "do the right now, whate'er betide;" perform deeds of benevolence now. Let not these priceless "undisturbed jewels" pass by you; ever remembering, that in this life and that to come, "there are no returning footsteps," secure, therefore, these gems now, if you would have your crown of life set with them, as they will be offered to you but once, in the longer life; usually but one at a time. They are all composed of diamond drops of duty well done. Thus do, that you may receive an unfading crown of glory well adorned, in the "great day when Christ shall make up his jewels."

In the eye of the *Great Sculptor* of the Universe, you are each an *artist*, chiselling your own statue from the pure block presented you; only *one* specimen has been given you, or ever will be; but this is of infinite value, yet broken or marred and you are morally bankrupt forever.

The nation too, in these her dark hours of trial, has a right to demand of you a character loyally upright, knowing that a pure heart can no more tear a star from her glorious ensign, than it could from the heavens above. In *her* cause, *young men*, "fear not to die, rather fear to live" and *not love her*.

One word more, remember each of you, that your barque is now "outward bound," her sails are all set; she "swings from her moorings," impatient for the contest and the waves; your skies are now clear, your winds are now fair, but ever bear in mind, that wrecking storms visit the calmest seas, and sunny waves move above the mouldering wrecks of the staunch and strong.

Don't forget, therefore, I implore you, your *Chart;* keep your eye upon it, as your "polar guide;" line your course by it; cherish it, as coming from from the only *One*, who has ever made the long journey and mapped the course for future voyagers. He stands just before you, on yonder shining shore, waiting to pilot you in, don't reject Him—receive Him, I entreat you, that He may be as an "anchor to your soul, both sure and steadfast," and that you each and all, may finally enter the haven of rest.

ENCOURAGEMENT TO YOUNG TEACHERS.

Should any of you be called to the important trust of imparting instruction to small children, do not I beseech you, look upon it with dread as too many have; rather with delight, only fearing its immense responsibility. There is scope enough in the occupation to engage your richest talents, brightest fancy, keenest wits and profoundest thoughts; especially should you answer all their questions, which you should always encourage them to ask, illustrative of the subject before them. It may require at times, your most active ingenuity to occupy their thoughts and enkindle an enthusiasm; but when it is once enkindled, you will love nothing better, than to watch the expanding germ, unfolding like the rose bud. It will become a joy to you then to witness the simplicity manifested in their manner of receiving truth, and their artless way of imparting it. Besides there is a true grandeur in that mysterious growth and development of mind, seen nowhere else so pure and plastic as with the simple hearted child.—*Ib.*

MATHEMATICAL DEPARTMENT.

Solution of Problem 1.—Let x = last day's journey. Then $x + (x + 1) + (x + 2) + (x + 3) + (x + 4) = 5x + 10$ = journey home, and $(x+5) + (x + 6) + (x + 7) + (x + 8) = 4x + 26$ = journey to Madison. But since the journeys are equal, $5x + 10 = 4x + 26$; $\therefore x = 16$; hence $16 \times 5 + 10 = 90$, the distance required.

Solution of Problem 5.—Let x = C's share, y = B's, and z = A's. x was on interest two years, y four years, and z six years.

The amount of \$1 for 2 years at 10 per cent. compound interest = \$1.21, and the amount of $\$x = \$1.21 \times x = x - \frac{21}{100}x = \frac{121}{100}x$.

The amount of \$1 for 4 years at 10 per cent. compound interest = \$1.4641, and the amount of $\$y = \$1.4641 \times y = y + \frac{4641}{10000}y = \frac{14641}{10000}y$.

The amount of \$1 for 6 years at 10 per cent. compound interest =

\$1.771561, and the amount of \$$z$ = \$1.771561 $\times z = z + \frac{771561}{1000000} z = \frac{1771561}{1000000} z$.

By conditions of the question we have $x + y + z = 7448$ (1), $\frac{121}{100} x = \frac{14641}{10000} y$ (2), and $\frac{14641}{10000} y = \frac{1771561}{1000000} z$ (3). From equations (1), (2), and (3), we find $x = 2928.12 +$, $y = 2419.93 +$, and $z = 1999.95 +$.

Greenfield. MARY E. WRIGHT.

Solution of Problem 71.—Draw a given circle and call its radius R. Take any point A in the circumference for a center, and with a radius which we will represent by x, describe a circular arc, intersecting the circumference of the given circle in two points, B and C. Join BC by a right line; then it will be seen, that the space common to both circles is composed of two circular segments, having a common base BC. Let m be the sum of the areas of these segments, y the number of degrees in the arc AB, z half the number of degrees in the arc BC, described by the radius x, and v half the length of the common base. Then

$$\frac{3.1416}{180} (R^2 y + x^2 z) - R v = m \quad . \quad . \quad . \quad (1).$$

Make $R = 1$; then $v = \sin y$, $z = \frac{1}{2}(180 - y)$, and $x = \sqrt{2 - 2 \cos y}$.

Hence (1) becomes $3.1416 \left(1 - \cos y + \frac{y}{180} \cos y\right) - \sin y = m$ . . (2).

Put $m = \frac{1}{2} \times 3.1416 =$ half the area of a circle whose radius is unity. Substituting this value of m in (2) and solving, by approximation, we find $y = 70° 48'$ nearly. Hence $x = 1.1582 +$. In Problem 71 $R = 7.13 +$ rods. Therefore $x = 8.2579$ rods = length of required rope. The space described by the rope on the outside of the pasture equals $3.1416 \times 8.2579^2 - \frac{1}{2} \times 160$; it being supposed that the rope describes an exact circle. SCHOOL TEACHER.

Concentric Circles.—About a common center describe a series of circles, so that their areas shall be in arithmetical progression, the common difference being equal to the area of the smallest circle in the series. Designate by A, $2A$, $3A$, $4A$, &c., the areas of the circles, and represent their radii, respectively, by r, $r + r'$, $r + r' + r''$, $r + r' + r'' + r'''$, &c. Assume $p = 3.1416$; then will $pr^2 = A$, $p(r + r')^2 = 2A$, $p(r + r' + r'')^2 = 3A$, and $p(r + r' + r'' + r''')^2 = 4A$. Let n denote the number of circles and R the radius of the greatest. Then $pR^2 = n A$; and therefore, $A = \frac{p R^2}{n}$. By substituting this value of A in the above equations and reducing, we readily obtain $r = R\sqrt{\frac{1}{n}}$, $r + r' = R\sqrt{\frac{2}{n}}$, $r + r' + r'' = R\sqrt{\frac{3}{n}}$, and $r + r' + r'' + r''' =$

$R\sqrt{\frac{4}{n}}$. Hence $r' = \frac{R}{\sqrt{n}}(\sqrt{2} - \sqrt{1})$, $r'' = \frac{R}{\sqrt{n}}(\sqrt{3} - \sqrt{2})$, and $r''' = \frac{R}{\sqrt{n}}(\sqrt{4} - \sqrt{3})$. In general if m represents any term in the series 1, 2, 3, . . . n, the value of any term in the series r, r', r'', &c., will be denoted by $\frac{R}{\sqrt{n}}(\sqrt{m} - \sqrt{m-1})$. From this formula the required quantities in the following and similar questions may be computed.

Seven men bought a grindstone of uniform thickness and sixty inches in diameter for which they paid equally. It is required to find what part of the diameter each must grind down for his share.

To solve this question place $R = 30 =$ half the diameter, $n = 7 =$ the number of shares, and $m = 7, 6, 5, 4, 3, 2, 1$.

Then $\frac{30}{\sqrt{7}}(\sqrt{7} - \sqrt{6}) =$ thickness of first share;

$\frac{30}{\sqrt{7}}(\sqrt{6} - \sqrt{5}) =$ thickness of second share;

$\frac{30}{\sqrt{7}}(\sqrt{5} - \sqrt{4}) =$ thickness of third share;

$\frac{30}{\sqrt{7}}(\sqrt{4} - \sqrt{3}) =$ thickness of fourth share;

$\frac{30}{\sqrt{7}}(\sqrt{3} - \sqrt{2}) =$ thickness of fifth share;

$\frac{30}{\sqrt{7}}(\sqrt{2} - \sqrt{1}) =$ thickness of sixth share;

and $\frac{30}{\sqrt{7}}(\sqrt{1} - \sqrt{0}) =$ thickness of seventh share. L. C.

Problem 7.—Show that $(1 + 2 + 3 + \ldots + n)^2 = 1^3 + 2^3 + 3^3 + \ldots + n^3$.

Problem 8.—I paid $290 for two notes, one calling for $150, and the other for $200, each drawing interest at 7 per cent. per annum. The $150 note is to be paid at the end of two years and the $200 note at the end of four years. At what rate per cent. compound interest, and what rate per cent. simple interest have I invested my money.

Cottage Grove. J. Bell.

Problem 9.—A ball of thread 8 inches in diameter is owned by three women. It is required to find how much of the diameter each must wind off to share the thread equally.

Cottage Grove. J. Bell.

EDITORIAL MISCELLANY.

REVISION OF THE SCHOOL LAWS.

The Report of a Standing Committee of the State Teachers' Association on this subject, read before the Association last summer, is printed in this number. The practical part of the Report is embodied in the Resolutions at the end which were adopted by the Association.

The State Superintendent is officially charged with the duty of making known to the Legislature, in his Reports, such improvements in the school-system as in his judgment are needed. His recommendations however, it may be presumed, will always have more weight, if concurred in by the leading teachers of the State. The State Association of Teachers not only declared the improvements set forth in the Resolutions, as adopted, to be desirable, but recognized the utility of petition, from the educational public, as a means of giving more effect to recommendations from their own body.

Legislative bodies are likely to be a little jealous of their prerogative, and this is right as well as natural. But they would hardly disregard a general expression of opinion that a certain course of legislation is desirable. Speaking only in an editorial capacity, we venture to express the hope that the Committee above referred to may be able to take such action as to show to the Legislature that it is the wish of those most intimately connected with the public educational interests of the State that our school-system may be made still more efficient. In the mean time the pages of the *Journal* are open to the discussion of any of the points involved in the action of the Association. The official Report of this action is contained in the September number.

The consolidation of the schools in each town under one Board, seems to be the first change that needs to be made, and this is a work of no little delicacy.

NATIONAL ASSOCIATION.—As our monthly publication is a "Journal" of educational interests and events, we put upon record Mr. Wells's Welcome to the Association, and a brief and semi official account of the Proceedings, from the pen of the Secretary, Dr. Cruikshank, prepared by him for the *New York Teacher*, of which he is Editor. To this we add an "Incident" attending the excursion of the New England delegation Chicago-ward, which is likely to make the young lady to whom it relates pretty widely known in the educational world. We trust the modesty and simplicity of character for which her enthusiastic visitors give her credit may not be injured by a sudden notoriety. The account of the visit and watch-presentation is from Mr. Alvin C. Robbins, of Providence, R. I., Secretary of the Committee.

CALIFORNIA.—The First Session of the California "State Teachers' Institute," or as we say, "Association," was held in San Francisco, during the entire week

commencing May 4, 1863. with an attendance of 400 members. The Institute is provided for by statute, and the State Superintendent is *ex officio* President. Hon. John Swett the first and present incumbent, has entered upon his duties with great energy and evinces we think much sagacity and intelligence in their discharge. His First Address before the State Institute is replete with fact, argument and illustration upon the great theme of Public Instruction, and with the Proceedings and other Addresses. makes a crowded and most interesting pamphlet of 166 pages.

There is a kind of heartiness and practical good sense about the way they do things in California, which is truly commendable. Instead of feeble, hesitating, half-way work, they have already put in operation a Normal School, a County Superintendency, a State Board of Examination, and a State Journal without State aid—the "California Teacher"—which has reached its fourth number. The sessions of the Institute (and of the Convention of County Superintendents held at the same time,) were taken up mainly with earnest practical discussions, and Addresses &c. were but the exceptional resting-places. Finally, we would say, let Wisconsin look at her remote, young wide-awake sister on the Pacific, and learn.

REPORTS OF INSTITUTES.

La Crosse Co.—The Annual Institute for La Crosse county, was held at Salem, beginning on Tuesday, the 6th inst., and continuing until the 10th. Col. McMynn, of Racine, conducted the exercises, and insisted from the first upon a prompt attendance, though the conduct of the teachers in this respect was not altogether faultless. All formal lecturing upon the studies considered was dispensed with, and plain, practical illustrations of the best methods of teaching were given. It would have been difficult to have given, in such a short session, more valuable and suggestive instruction upon the objects of the different studies and the method of their pursuit. Owing to the careful guidance of Col. McMynn, the exercises were made thoroughly practical, and no disposition to present ingenious theories was manifested.

Many judicious remarks were offered, as they naturally suggested themselves, upon those traits of character, so often found in the Teacher, and yet unthought of by himself—as a lack of courtesy and justness towards pupils. These well-timed words about the requisitions made upon pupils, cannot but lead to a truer and more generous mode of teaching.

The evenings, as is usual, were devoted to Lectures, which were well attended. Wednesday evening was filled by Col. McMynn, with a truthful, just and pointed lecture. The influence of the material prosperity of the country upon the people and their life was well stated, while the remedy for the evil influence was as plainly given. To the schools of the land, and to those of New England especially, does the country owe its material prosperity, and in these same schools may be sown those seeds which will as well enlarge this prosperity as free it from all but healthful influences.

Mr. F. A. Moore's Address upon the "Faults of our School System" certainly presented many serious defects, but in too strong a contrast. The main idea of the lecture—leaving the old paths and devoting the time to natural studies—is in itself a good one, but may be carried too far. Certainly the past of our School System has many good things, which the "telegraphic, locomotive" age may not well omit.

Mr. Craig presented an earnest discussion of the subject "The Men of the Times, and How to Educate them" The necessity of education; the necessity of the highest personal culture, in man's duties to himself, his fellows and his God, and of its continuance, till "The mortal puts on Immortality"—were given fully and graphically.

In addition to the valuable instruction of Col. McMynn, many suggestions of practical value were received from Mr. J. C. Pickard of Madison, and Mr. S. N. Aldrich of Salem; and, though last yet not least, to Mr. Elwell, the County Superintendent, will the members be thankful for many attentions. R. A. D.

Fond du Lac and Dodge.—A joint Institute for these counties, (more particularly we believe the West District of Dodge,) was held at Waupun, the first week in October, under Supts. Root and Phelps. We have no full report, but the attendance we think exceeded 150, making it probably the largest Institute of the season. We do not know how the labor was divided but besides the Superintendents themselves, Mr. Craig, Assistant State Superintendent and Mr. Pickett of Horicon were present, so that we fully credit our informant who says "we had a lively and profitable time." Our informant adds:

"I am much pleased with Mr. Root, he has exhibited much interest and shown I think much sound judgment. Also Mr. Phelps has exhibited great perseverance and much good will for the teacher and his cause. Both these gentlemen certainly deserve great credit. They also both used much exertion to obtain subscribers for the Journal."

Sheboygan Co.—The Institute was held at Plymouth, the last week in September. Mr. Whitcom the Superintendent was assisted by several of the teachers, more especially in the latter part of the session, by Mr. Gaylord, of Sheboygan. We had the pleasure of being present on Tuesday, and gave a Lecture to an audience of moderate proportions in the evening. Supt. Pickard and Mr. Gaylord lectured on subsequent evenings. The attendance seemed to increase by degrees, and we "guess" reached 40 or 50 before the close of the week. We have no report, but give what was to be when we left.

Among other good signs, mentioned by Mr. Whitcom, an unusual number of books on teaching have been called for and put in circulation in this county, and for Vol. VII, it furnished the largest proportionate list of subscribers for the Journal. On the present volume it is also doing well, having nearly reached the quota.

Oconto Co.—The Institute at Green Bay was for this and other neighboring counties, but Mr. Seward the Superintendent writes that he is determined his

county shall no longer occupy a "back seat" on the *Journal* question, and accordingly sends along a list of subscribers, and "more coming."

TREMPEALEAU CO.—The Institute commenced Tuesday, Oct, 13, and continued four days under the charge of the County Superintendent, D. W. Gilfillan, Esq, assisted by Mr. Craig, Assistant State Superintendent, Messrs. Peet and Daniels, teachers in the Trempealeau Graded School, Miss Mellen of Galesville and other teachers. Lectures were delivered on Monday and Wednesday evenings by Mr. Craig, on Tuesday evening by L. W. Peet, and on Friday evening, by the County Superintendent. On Tuesday and Wednesday evenings after the lectures, there were public discussions, in which the citizens participated in reference to to irregularity of attendance, tardiness, moral training, school government, etc. The attendance of teachers was small, but on the whole, the occasion was one of much interest and served to strengthen the hold which the cause of popular education has upon the sympathies of the people of Trempealeau. They have a good, fine looking two storied brick school house in the village, and the citizens are determined to maintain a good school.

Mr. Gilfillan, the County Superintendent, will probably be re-elected this fall without opposition. A.

We expected some account of several other Institutes that have been held, but they have not yet come to hand.

SCHOOLS.

PORTAGE.—School matters here, as we have the pleasure of learning from Dr. Magoffin, since his return from from "an old fashioned visit to 'Yankee Land'" with his family, during vacation, are in an encouraging position. The closing exercises of the last Term were connected with the ceremony of laying the corner stone of a central High School Building, all the schools being assembled on the occasion, under the general direction of the City Superintendent, Hon. H. B. Munn. The Building, which is two stories, with a high basement, is under roof, is to be finished by Christmas, and "is already the boast not only of the school children, but of the citizens.

We congratulate Portage on the prospect of an early supply of a want long felt. The Principal of the High School has been laboring here for several years, quietly but earnestly, and we congratulate him on the prospect of so pleasing a result. We expect to hear of the schools at Portage as standing henceforth in all respects in the front rank.

KENOSHA HIGH SCHOOL.—We have chanced upon a former number of the Kenosha *Telegraph*, giving a very full report of the closing exercises of the last school year, which present a pleasing evidence of the prosperity of the school, of the continued interest of the citizens of the town in its work, and of their confidence in its Principal and other teachers. In place of a synopsis of the report, at this somewhat late day, we give some extracts, on a former page, from Mr. Stone's Address to the Graduating Class.

HORICON HIGH SCHOOL.—Having had the pleasure of visiting this school from time to time for several years, we have observed a steady and commendable progress. It is fuller the present term we learn, than at any former period. Mr. Pickett the Principal, is one of the educational fixtures of the State, and as the school has been, so we trust it will long continue to be a blessing to the community around it.

APPLETON.—The two Ward Schools are in charge respectively of Messrs. J. F. Fuller and E. R. Beach. The city votes itself out from under the Co. Superintendency.

ALBION ACADEMY.—The Catalogue shows a total of 221 pupils during the last school year. Rev. A. R. Cornwall continues in charge, assisted as heretofore by Mr. Beach and other teachers.

THANKS RETURNED.

We wish at this time to express our obligations to those Superintendents and teachers who have shown by their deeds that they have regarded the Resolutions passed at the late meeting of the Association, commending the Journal of Education to the patronage of the teachers of the State, as something to be carried out into practice, and not as mere complimentary words. We take pleasure therefore in acknowledging the kind efforts in behalf of the present volume of the Journal of the Superintendents of Kenosha, Racine, Walworth, Iowa, Dane, Jefferson, Waukesha, Milwaukee, Dodge, (West District), Sauk, Richland, Vernon, La Crosse, Fond du Lac, Sheboygan, Calumet, Winnebago, Waushara, Trempealeau, Wood, Waupaca, Door and Oconto, and would thank the following teachers for like kind offices: Messrs. Montague of Allen's Grove, Guernsey of Platteville, Potter and Colby of Madison, Pickett of Horicon, Abbott of Vernon county, Donaldson of La Crosse, Temple of Grand Rapids, Yocum of Point Bluff, Fletcher of Berlin, Steenburg of Fond du Lac, and Moorhouse of Rosendale; also Miss Palmer and other members of "Committee," Sheboygan Co., Miss R. R. Burritt of Manitowoc Co., and Mrs. Bradt of Omro. Several counties have left the "back seat," where the temperature is mostly at zero, and we shall be very glad to enlarge the middle and especially the front seat, to accommodate all.

We are expecting good things from several quarters not yet heard from, and shall be happy to acknowledge them next month, and at the same time will announce how the several counties stand in regard to the "1000" subscribers.

NORMAL DEPARTMENT AT THE UNIVERSITY.

As there will be some vacancies consequent upon students going out to teach this winter, those who wish to attend next term will do well to apply early for rooms &c. The Fall Session is proving we think highly successful, and satisfactory to those in attendance.

JAMES W. LUSK.—This gentleman whose character as a man as well as reputation in his profession, endeared him to the friends of education, is no more. We learn from our cotemporaries that he died but a few weeks since, in Cleveland, Ohio.

Mr. Lusk, who stood second perhaps to no one as a scientific and accomplished penman, was the Associate Author of the Spencerian System of Penmanship, and had commenced a valuable series of articles for the Journal. Thus are we called to leave our works on earth!

H. A. RICHARDS is the Superintendent of Rock County, in place of Rev. I. J. Foote, who has taken a Chaplaincy in the Army. Rock hereafter elects two Superintendents. —— We are pleased to see that many of the best Superintendent are in nomination again. This is wise, and we trust all who have done a good work for the schools will be continued in office.

BARNARD'S AMERICAN JOURNAL OF EDUCATION.—The September number exhibits the usual instructi e variety of contents: President Tappan, of the University of Michigan; Military Education in Sardinia; Private Military Education in the U. S.; French Educators and Pedagogy—Fenelon; German Views of Education of Girls; American Educators—Horace Man; Training of Teachers in Saxony; State Normal School at Albany; English Pedagogy—Locke; Benefactors of American Education—John Green, M. D.; School Architecture; American Text Books; Educational Intelligence and Miscellany.

THE PARTIES.—There are now two parties: the Pat-*riot*-ic, and *Pa-tri*-otic. Which way do you pronounce, reader?

NEW GEOGRAPHY.

Those who have seen and used Allen's Primary Geography, will take a lively interest we presume in the Announcement on on the next leaf that the "Comprehensive Geography," by Messrs. Shaw and Allen, is just ready to make its appearance. This completes the series published by Messrs. Lippincott & Co.

SARGENT, WILSON & HINKLE—GOOD BOOKS.

Our readers will please to observe the new and full Announcement of this enterprising firm (successors to W. B. Smith & Co.) of the ECLECTIC SERIES OF SCHOOL BOOKS. These Books have a wide and deserved popularity, and among the recent additions to the list, we would call the attention of teachers and others to White's New Geography and the "Examiner." A special Advertisement of the latter will be found on the last page. We think it may prove very useful both to examiners and to those who are preparing to undergo the ordeal.

BELLS.

Mr. Stoner renews his Advertisement. These Bells are are cheap and serviceable, and we believe give good satisfaction.

BOOK TABLE.

WEAK LUNGS, and How to Make them Strong. By DIO LEWIS. Boston: Ticknor & Fields.

Man, as the highest of animals, has naturally the highest vitality, and should be the most exempt from disease; but abusing or neglecting reason, he is the only animal with whom disease in some form is the rule rather than the exception. Dr. Lewis's book which is full of good advice, would we doubt not, if read and followed, save or prolong thousands of lives. It explodes the notion that Consumption is incurable. Besides chapters on food, dress, etc., it presents a series of illustrated exercises for both cure and prevention, for the weak and the strong. Buy and read it, ye with narrow chests, and ye army of dyspeptics, who eat to excess.

WARREN COLBURN'S FIRST LESSONS. New Edition. Intellectual Arithmetic upon the Inductive Method of Instruction. By Warren Colburn, A. M. With an Introduction to Written Arithmetic, by his son, Warren Colburn, and an Introduction by Geo. B. Emerson. Boston: Frederick A. Brown & Co., 1 Cornhill. Cincinnati: Geo. S. Blanchard.

No book that has been laid upon our table for a long time has given us so much pleasure as this, not only because it comes as an old friend in a new dress, but because of its intrinsic and generally conceded superiority. Other books have in some quarters taken its place, not because better, but through the fickleness of public taste and judgment. The Introduction and suggestions by Mr. Emerson present the original and *true* method of teaching Mental Arithmetic introduced by Mr. Colburn himself, but now so generally departed from, and should arrest the attention of every teacher. This edition, which is intended we suppose to be an exact reprint of the first editions, contains also the original and valuable preface prepared by Mr. Colburn, and the profits go to his widow and children.

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A BIRD'S EYE VIEW.*

Bird's eye views are all the rage. Following the fashion, I invite you to take wing with me for a rapid and it may be a tiresome flight. We will go, not as from a Buzzard Roost, to find all that is loathsome and disgusting, but rather as from a Dove Cote, and while we see faults, love more to dwell upon the fair and beautiful.

The hour of nine approaches. The paved streets, the dusty roads, the grassy lanes, the paths through the fields and the trails through the forests are all filled with youth. Each is moving towards his School House. Let us note the Teachers with them. Here is a stately man with heavy cane beating time to the martial music of his thoughts. As he strides along, the little ones give place to him and from a distance eye him with silent awe. Here see that smiling man with bowed head listening to the prattle of the bevy of children clinging to his hands or to the hands of those who hold his hands, the circle resembling the filings about the pole of a magnet, each striving to be as near as possible to the center of attraction. Here is a neatly attired school mistress receiving the sweet bouquets and the sweeter kisses of the tidy little girls who walk cheerfully beside her. Here see that careless maid, traipsing alternately through dew and dust, mid a crowd of rollicking youngsters who are evidently studying whether dust and perspiration will make a compound upon the face similar to the one made with the dew upon the feet. Here is a young man chatting cozily with a lass, whose younger school mates whisper to each other and titter as they pass with knowing look the lagging pair. Here dreamily moves one, as she scans the rose bud in her hand, and wonders whether he who gave it knew its language. Here goes

* An Essay read before the State Teachers' Association, at Kenosha, July 30, 1863, by J. L. Pickard.

proudly to her loved work one in whose heart "Love, Hope and Patience have long kept school." Her step is elastic and the faces of all about her reflect the radiance of her own.

Let us leave them as they stalk, walk, traipse, mope and saunter, and let us fly to the school-houses before them.

We must not tarry long above this beautiful structure, with its neat cupola, grained walls and polished desks, with its carpeted rostrum and its matted aisles, with its melodeon, its pictures and its statuary, with its capacious halls and its commodious drawing rooms—all made ready for its occupants by the Janitor—nor yet beside the little white house with its green blinds, needed only when nature's green is doffed by the trees embosoming the building. One little peep into the cozy room, with its faithful clock, its painted desks, its white floor and its whiter walls, all made ready, not by a paid janitor, but by the willing hands of loving pupils—and we must move along. We shall know it when we see it again by its plain and tasteful fence, its shrubbery and the scrupulous neatness of its play-ground. Haste we now to yonder uncouth structure surmounting a hill. There is no tree, no fence upon which we may light, but we will rest a moment on the window sills and mourn as doves only can mourn, over departed taste, neatness, order, and loveliness. Disgusted with its mud-stained floors, its smoke-begrimmed walls, its web-curtained windows and its desert site—we will leave for that distant grove. Crowded into the street by giant trees behind it stands a hovel. Its walls are made of the logs whose stumps stand thick about as if to guard their offspring. Directly in front of the door-way stood once a lordly stump, but its place is now filled with water and mud loving swine. We need not look within, but wheel in our flight toward the cultivated prairie. Over the sighing pine-forest we glide and are startled to hear the voice of children where we can see no dwelling. Let us rest for a moment in the pine tops. Right beneath us is a neat log structure. The ground about it is cleared of undergrowth, and happy children are sporting there, as they await the arrival of one whose voice is sweet to them and whose lessons of neatness and of order have not been lost upon them. The beauty of the scene may lure us back after we have looked at the weather stained ruins of what was once a school-house, standing in the place where four ways meet. It occupies a corner of a large farm upon which, as upon its neighbors, stands a tasteful farm house. A fence surrounds it, the part in the rear serving the useful purpose of keeping children out of the adjacent hog yard, though not tight enough to deprive one of the senses of the children of the benefit of such proximity.

It is nine, and our purpose is not yet reached. We may return to the spots already visited and we may not, but some like them we shall see.

The groups gathered about the play grounds are the same that we saw but a little time since in the streets and lanes. Hark! It is the sound of a little bell. The frolic upon one play-ground ceases. Cheerfully, yet with gentle steps, the children enter the school-room. Hats properly laid aside, the wearers quietly take their seats. A slight tap of the bell hushes all and the Teacher reads reverently a portion of Scripture. Appropriate words rise upon an infant song, the Lord's prayer is solemnly repeated while the little heads are bowed, or a short prayer is breathed forth from the lips of the devout Teacher—thanks for mercies past, and petitions for strength and peace. The right chord has been touched. The day's work is well begun. Order is thus installed mistress of the day. Another scene equally impressive invites us. In the room beneath us are gathered many whose lineaments betoken foreign birth. Educated religiously, their parents would have no influences brought to bear upon them which shall weaken the faith of their fathers. The Teacher respects the scruples of her patrons. We pause with trembling lest alleged respect shall ignore God and stifle the religious element in the little natures before us. Our suspense is brief and well it is that so painful a suspense is brief. God is not forgotten there. At a given signal, as if moved by one impulse, all heads are bowed and breathless silence reigns while each heart lifts itself to God without the clog of words: the pious Teacher the while looking to her Maker for light, strength and patience. After a minute or two of silent prayer, heads are lifted and then swells forth from the hearts of all a song of praise. Here too work commences. Sad as is the picture we must look upon another scene. Moving from the window which he has beaten with the stick he carries, the Teacher crowds to his desk through a mass of jostling, struggling humanity. With a heavy rap upon the desk comes the order "To your books now." The crowd about the water-pail changes its base of operations. Hats are thrown *at* the nails upon which they are to await the pulling at recess. Books are jerked from their hiding places, and turned rudely or mopishly as is dictated by the spirit ruling upon the playground when school was called. No song has soothed, no worship has calmed the restless turbulence. No voice says to the troubled waves "Peace, be still," and they will roll and toss till night-fall. Scarcely less sad is this picture: one impressed with a sense of duty, but falling far short of the glorious privilege true religion confers, runs rapidly through with a passage of Scripture, then throws down the Bible with the feeling more than half expressed—"There, that task is done;" while another of the same class drawls forth a lengthy chapter of little interest, and after a prayer full of everything but his school and rehearsing the wants of the whole world except himself, he takes a long breath in which all his pupils ex-

cept the few who during the exercise have slept or have been more than usually wakeful, most heartily join. We had tarried so long at this spot for fear of disturbing the devotional (?) exercises, that schools are all begun and we must speed upon another errand.

All begun! What means this noise? Listen to those rough and saucy boys—"We are going home." "Teacher won't have time to hear our lessons." "She's always late." "Good for us. We can have more fun." A little to one side is a knot of quiet children—"It is too bad." "We can not learn anything this way." "I am almost discouraged." "Oh! I wish our old Teacher would come back. She was always in time." "I don't like her one bit." "I would not come to school if Ma did not make me come." But we have heard enough. If we listen longer we shall hear some hard things said about the Teacher that will pain us.

Ah! here is the white fence surrounding the neat play-ground. Frolic rules the hour, for it is recess. Beneath that beautiful elm sits one whose radiant face we have seen before. Around her are gathered a few, evidently children of poverty. Tears stream down their cheeks as she asks them about their homes and of the loved ones now lost, for they feel that they are friendless. Oh! that smile bursting through their tears, as the sun through April showers, for that Teacher's heart has opened to them a home as her lips have repeated words full of cheer and hope to these neglected ones. As she moves from them we just catch the words —"*good*" "*love*" while the faces turned after her speak more than the lips can utter.

In a little room yonder there is a strange scene. Two children approach the Teacher with book in hand and finger resting upon some knotty point in the page. "Go to your seat," "What will you have, my dear?" uttered in the same breath but with different tone sends an arrow deep into the heart of the child with coarse and patched but neat attire, while it brings to the face of the spoiled child of fortune a smile of self conceit and curls her lip with scorn toward the poor man's child. Distinctions so base are learned soon enough without teaching children to make them.

From that bleak house upon the hill arises a scream as of sharp distress. Mingled with it sharp blows and still sharper words are heard. We can approach closely and not be observed. A lad, who has been guilty of violating some rule of the school, dances attendance to the music of a ringing whip, applied rapidly by one who is angry with herself that she can not become more angry with the "little wretch," the "ugly torment," the "worst boy in the school," whom she belabors alternately with her tongue and switch till even anger exhausts itself, and

the parties retire—one to a trembling class of Abcedarians left standing upon the floor, the other to his seat—the one to gather strength for some new outbreak, the other to study some new mischief by which to revenge himself upon his Teacher. The one saying with Coriolanus:

> "Anger's my meat; I sup upon myself
> And so shall starve with feasting."

the other equally Shakspearean, feels, though he cannot say, what Brutus said—

> "By the gods
> You shall digest the venom of your spleen,
> Though it do split you; for from this day forth,
> I'll use you for my mirth, yea for my laughter,
> When you are waspish."

Upon a play ground just before us is strife. Angry words lead to blows; two boys are losing themselves and finding brutes instead. Let us tarry a moment and from a secure concealment note its end. Recess is closed. In a little recitation room stand two lads with garments torn and faces disfigured. Their eyes flash fire. Their lips curl and quiver with rage. The Teacher enters quietly. The tear in her eye has welled up from the overflowing heart. A prayer for guidance goes noiselessly upward before she speaks a word. Through the armor with which the combatants have clad themselves, glide the little winged arrows of kind reproof. The flush of *anger* gives place to that of *shame*. The muscles of the compressed lips gradually relax. Tears start down their cheeks. An inward struggle is progressing in the breast of each—Pride against Principle. How complete the victory of Principle we shall see if we hover around till, just at close of school, in the presence of their comrades they together acknowledge their wrong and in the joining of hands pledge restored friendship.

Not all cases are thus subdued, as we shall see in yonder house. One whose will has been exercised, but never trained, stands with leering look, distended lips and stiffened neck, doggedly defying any approach to his heart. Every avenue but one has been tried and found closed. One remains, of doubtful safety it is true, but the forlorn hope of the besieging force. The approaches to this avenue are made, behind gabions of birch withes and are in this case successful. The *surrender* is *unconditional*. The success is due to the energy and prudence, strength and perseverance of the officer in command. Discipline is a necessity, but it may be made less a necessity by combining it with every exercise of the schoolroom. He governs *best* who governs *least*. He has best order who is himself subject to order. Pardon this short bird homily and we will proceed upon another tour of observation.

Here we see a class called to recitation. Their movements are in exact time—the line is readily formed and is at attention, ready for command. A well defined plan is in the mind of the Teacher and it is de-

veloped step by step. Quietly she assigns a topic to some member of the class. Promptly it is discussed. The different topics of the lesson are thus assigned and handled more or less skilfully by the children. The prominent faults of each discussion are carefully pointed out by the watchful guide. The connection of each with the other and the bearing of each upon previous lessons are drawn out by a familiar conversation. Any and all facts of interest at the Teacher's command are brought in by way of illustration. She has not attempted to teach what she did not herself thoroughly understand and her class retires after the assignment of another lesson with new thoughts awakened and new interest in the study enkindled.

What means this shuffling, this unsteady tramp we hear! In the house just below us the class in Geography has been called. Crowding forward to hand the Teacher a book, (without which her occupation would be gone) half a dozen eager ones have jostled each other and have called forth many an Oh! from the owners of little feet that have felt the weight of heavier shoes than they can boast. The class arranges itself, after sundry pullings and pushings, in a line defying even the pencil of Hogarth to describe, and varying too rapidly for Anthony to Photograph. After several efforts the scholars have made the Teacher understand where the lesson commences. From the bottom of the page she reads the question and then chases after its answer. A prompt scholar will often get the start of her and finish *an* answer before her eye can detect whether it is *the* answer given in the book. Then follows a pause, till the outrun Teacher can catch up, and the interval is improved by the class in looking at the first word of the next answer. Each pupil recites his answer and the class is dismissed after being told how far "to get" the next day. The return to the seats is as the advance to the recitation, only more so. This scene gives place to another of similar character as we take our flight from this company of parrots.

Here is a class in Physiology upon the floor. Description will fail to convey an impression of the scene. A Daguerreotype taken upon the spot is herewith presented. Teacher seated with Hitchcock's Physiology in hand open at 201st page—Subject, "Heart"—begins: The Heart or central what? (*engine* says one child), of circulation is located in the what? (*breast*), No, thorax or what? (*chest*), resting by its lower what? (*surface*) on the what? —— why! diaphragm, and somewhat to the what? (*left*) of the what? (*middle*?) Yes! line of the what? (*body*). It is of a conical what? (*shape*), No! form, made of animal muscular what? (*fibre*), the fibres crossing what? (*themselves*), in at least what? (*three ways*), No! directions. Thus to the end of the chapter, and the class is credited with a perfect lesson. We had almost said "Mind-mur

derer" but we remember that the gentleness of doves allows no harsh expressions. Twin-sister to this must have been the one we heard, described months since by a short light haired man, as he talked to teachers in a school-house shaded by trees in whose tops we rested about half way between lake and river and just north of the State line. The teacher criticised is presented in this light. With book in hand he repeats the language of the book; at regular intervals asking the question "Is it?" to which comes the ready "Yes Sir," of the confiding pupil, until the monotonous voice of the Teacher has soothed to sleep the faithful boy, who fails not to respond at regular intervals "Yes, Sir," "Yes, Sir!" "Yes, Sir!" till at last falling from his seat he screams out "*Yes, Sir!*" as the jar awakes him to a consciousness of the fact that his recitation is ended.

As birds we take special delight in voice-culture. We are therefore attracted by the sweet tones that come, smooth and clear, from a class of Readers in this Pine Forest Lodge which we saw this morning. The words have been studied. They are few and simple, but they are delivered with a readiness and correctness that is charming. The trained ear of the Teacher detects a fault, and her good sense has it corrected. With anecdote and illustration she rivets the attention of all to the point. Her eye quickly discovers the restlessness of a timid child, and with a quiet order the whole class at once changes its position and support from left to right foot or right to left, as the case may be. With change of position comes change of book from right to left hand or the opposite. The lesson is understood before it is passed.

How sad a change a few miles flight brings. Boys and girls scarcely knowing their letters are stumbling over words that are all Greek to them. The sharp head-tone of that little fellow whose face exhibits the keenest anguish as he forces out the shorter words he thinks he knows, gives place occasionally to the still sharper tone of the Teacher, who fills in with the longer words the child has not yet mastered. The noise resembles very much the equally monotonous but more profitable operations of the village Smith, when the heavy sledge comes in at regular intervals amid the more numerous strokes of the lighter hammer.

As we approach this house we find a Primary School intent upon an exercise which is closed before interest flags, and after a song, accompanied with such muscular exercises as little natures demand, we are regaled with a short recital by the children of some story read the day before. This gives place to another recitation of short duration. The interest is kept alive by frequent changes, and order is observed by mingling the freedom of home with school restraints. The Teacher has evi-

dently learned well the important truth that rising from the table with appetite not fully sated secures a relish for the next repast.

Let us tarry here a moment and mourn over the little ones frightened into silence, crushed by rigid discipline into distorted forms, forced into mischief, or into sleep through utter exhaustion, and schooled into hatred of Teacher and Book. That little bright eyed boy has spied us and the wish is more than half expressed "Oh! that I were a bird," when a sharp word and a blow brings the little fellow to a full consciousness of his utter cheerlessness and frightens us from the spot, and we will sing as we fly, Oh! that all Teachers had hearts of true mothers, that thoughts of their own birdlings might wake love for others!

In the rooms of this large edifice the Teachers are engaged in some general exercise. One, filled with the spirit of her work, puts her life into her pupils, and with promptness and energy every part of the work is executed. All are attentive, simply because they can not be otherwise. The sphere of the Teacher's electrical influence reaches every nook of the room. The other moves languidly through exercises she is hired to conduct, her pupils yawning in unison or vainly peering about for something that will interest them. Like *Teacher*, like *Pupil*.

It is past four o'clock. The paved streets, the dusty roads, the grassy lanes, the paths through the fields and the trails through the forests are filled again as at morn. Upon every little soul now homeward bound an impression has been made. Of its character we may form some opinion from the words and parts of sentences we hear. From this group come up: "Wrong." "Teacher says so." "Lessons better to-morrow." "Failed." "So Bad." "Tried hard." "She knows it." "She felt worse than I did." "Wouldn't have hurt her feelings for the world." "I am so careless." "I love her a great big heart full." "How mean Joe acted." "I won't speak to him again." "First mark this term." "Deserved it." From that group: "Awful hard." "Hate it." "Cross as ——." "Wish School was out." "Won't try, so there!!" "Did you see May's picture of him?" "Capital." "Just like him for all the world." "I don't care." "Old Hateful." From this group: "Acts like a fool." "Did you see how long it took him to show Alice —— how to do that sum?" "Lost half my lesson." "Hadn't time." "Wish I had black eyes and curls." "He hates us little ones." "Don't you wish we was big girls?" Here is a knot discussing with the Teacher some point not fully understood in the day's lesson. Another is examining closely a new flower found by the road-side, or some strange insect seen for the first time. Here chimes in a little voice with "I wish four o'clock wouldn't come so quick," and there growls another "I thought school would *never* be out."

We should have heard much more but our attention is attracted toward a school-room where are gathered thirty or forty of both sexes and of various ages—*above fifteen*. Before each is a sheet of foolscap and a little slip upon which are printed certain characters in lines numbered from 1 to 10. Each right hand holds a pen. This page is half full; this entirely blank, while the person behind it glances nervously at the little slip, dips her pen for the fortieth time, moves toward the paper, stops, bites her pen stalk, looks at the clock, again at the slip, dips, and —— concludes she will not teach this year. There is a man called Superintendent—I must whisper in his ear that Miss —— is copying from her seat-mate's paper, and I do ache to tell him that Mr. —— has an open book under his desk, but I fear his rifle, for birds and such men are not good friends, nor is it *our* fault. The papers are folded and the man upon whose partiality or impartiality all are relying speaks to all a few earnest words ; among them these rules, which we copied at the time, and which, though coming from England are fresh and full of meat :

1. "Never attempt to teach what you do not quite understand."
2. "Never tell a child what you can make him tell you."
3. "Never give a piece of information without asking for it again."
4. "Never use a hard word, when an easy one will answer as well, and never use any word without a meaning."
5. "Never give a lesson without a clear view of its end."
6. "Never give an unnecessary command nor one which you do not mean to see obeyed."
7. "Never permit any child to remain in the room or in the class without something to do and a motive for doing it."

The scene changes to a room where sits a gentleman at a table upon which are spread large piles of papers. Each is carefully examined and upon its back is placed a number. Such thoughts as these will crowd in—"But she has engaged her School." "The District wants him." "The School applied for is backward." "Her father will make a fuss." "She is such a good girl." "Her head ached very badly." "She can do better." "Her mother is a cousin to my father." "Just raise that single figure and all is right." Duty and Right say No! and they are obeyed.

We can fly now with light hearts to yonder social gathering. In one corner a young gentleman is entertaining a circle of young ladies with a minute account of his peculiar method of teaching spelling, from which he rattles into a dissertation on flogging in school illustrated by several scenes, "a great part of which he was," designed to impress his hearers with the thought that he is a *lion* in his profession but really commending himself to them as a *great* if not a *wild bore*. In another part of the

room sits a lady talking learnedly of *plants, exogenous* and *endegenous*, with a fair sprinkling of such words as *Angiosperms, Cryptogamous* and *Monopetalous* to a knot of dames who wonder at the vast knowledge of their school-mistress. Algebra next suffers an overhauling at her hands and the mysteries of *Indeterminate Analysis*, of *Elimination, Affected Quadratics*, (wonder if anything else is ever affected), elicit deeper yawns and renewed expressions of wonder. A younger Miss has just driven from her side a sensible young man because he could hear nothing from her but "my school—it"—and "my scholars—they"—&c. &c. At the refreshment table a young knight of the rod calls out to a brother pedagogue—"What text book do you prefer in *Astronomy?*" The person addressed has the good sense to reply, "I am just now studying Gastronomy, and can not be interrupted." If asked why we have selected these weak-minded Teachers, while sensible ones are there, our reply would be—"Simply because *sensible* Teachers cannot be distinguished from *other sensible people.*"

At the door of yonder farm house stands a lady. The knock has called an elderly lady who receives her visitor very coldly and very much to the disgust of a Miss of thirteen summers, who sits and pouts while the ladies talk. The mother makes very brief and somewhat snappish replies to the remarks of the caller. The work in which the mother is engaged attracts attention and calls forth some proper remarks, a little incident creditable to the head and heart of the husband and father breaks the crust in which mother and daughter have encased themselves. Coldness disappears. Scowls depart. The abrupt answers are lengthened and softened as matters of interest are discussed. By degrees the daughter becomes communicative. Tea is served. The visitor partakes of food prepared, with good relish. A lively chat with younger children follows. Teacher and Parent are reconciled and yet not a word of the difficulty at school has been uttered. The point is gained. A little misunderstanding which had nearly ripened into serious difficulty is now explained, and old friendships are revived.

Another scene. A pupil takes offence at her Teacher. Parents are won to the side of the child. The Teacher resolves to do her duty and visit the offended parents. She reaches the house. Her first words are, "I understand you are angry with me and I am come to see about it." The tone and manner widen the breach and steel the heart, that was ready to receive a proper explanation. The heart can never be carried by assault. After gradual approaches, the surrender is sure to be unconditional.

On a plain below us we see something that reminds us of tournaments most traditional. Mounted knights move to and fro with their lances

at rest ready for a tilt. As we come nearer we find the steeds made of Grammars, Arithmetics or Spellers, and surnamed Hobbies. The crowd about is called an Institute.

Seated in her room a faithful worker sighs for fruit of her toil. Like the Dove of Sacred Writ, emblem of the Spirit of Truth, let me whisper in her ear—"Cast thy bread upon the waters, thou *shalt find* it after *many days*."

"The useful, not the great,
The thing that never dies,
The silent toil that is not lost,
Set these before thy eyes;
Haste then, O! man, to live."

"The seed whose fruit and flower,
Though poor in human sight,
Brings forth at last eternal fruit;
Sow then by day and night.
Haste then, O! man, to live."

Let us fly to yon Lecture-room. The Speaker utters truthful words and of great value to all who will listen attentively, but unfortunately his use of language does not accord with the rules laid down by Clark, or Brown or Green, or his sentiments are not frivolous enough to interest shallow brains and a knot of School Teachers must needs titter and laugh and whisper so that none about them can hear a word that is said. Keen critics—it is well that there are so few of you!! *Sensible* Teachers are always *polite*.

Some hundreds are gathered in a hospitable city for self-culture! They are welcomed to *homes*. Their hostesses deny themselves that their guests may be made comfortable. What a pleasure to such good housewives to find each morning the rooms occupied by their guests in order, with bed neatly made, and to know that their efforts to please are always acceptable and meet with a most hearty response. Sensible Teachers are not ashamed to do a little work for those who do so much for them, or at least to show their willingness to be useful.

Without so much as a thought we pass the lazy Teacher, who has gone to sleep upon her Certificate. We pass with sadness the Saloon where we just saw Mr. ——— enter, knowing that the innocent children will suffer on the morrow from the effects of his night's carousal. We have found what makes Miss ——— so late at school, for we have peeped under her pillow and have found there "Tales founded on Fact," and bound in yellow.

These brief sketches must suffice till we fly again. I have had no particular models before me in this Bird's Eye View, but if before any I have held a mirror—please see yourselves as others see you.

HISTORY is Philosophy, teaching by example.

CURIOUS ORIGIN OF SOME WORDS.

Dr. Latham, in his grammar, gives some curious instances of the misspelling of words arising from their sound, which error has led to the production not only of a form, but of a meaning, very different from the original. Thus *Dent de lion*, originally referring to the root, has been corrupted into *dandelion*, having reference to the flaunting aspect of the the flower. *Countre-dance* has become *country dance*. *Shamefastness*, originally referring to the attire, has become *shamefacedness*, and applied to the countenance. *Cap-a-pie* has produced *apple pie order*. *Folio capo*, Italian for the first sized sheet, has produced *foolscap*. *Asparagus*, *sparrowgras*; *Girasole artichoke*, *Jerusalem artichoke*. *Massaneillo*, the name of a famous Neapolitan rebel and the hero of the opera, is nothing but *Mas-Aniello*, a corruption of the true name, *Thomas Aniello*. *Hogoumont*, famous in the annals of Waterloo, is properly *Chateau Goumont*.—*Mass. Teacher*.

ORIGIN OF CERTAIN PHRASES.

There are certain familiar phrases used as a kind of current coin by writers and public speakers, the origin of which is a matter of curiosity and interest to scholars, and even to general readers. The following facts are gathered from what is supposed to be good authority:

The term "masterly inactivity," originated wtth Sir James Mackintosh. "God tempers the wind to the shorn lamb," which is usually ascribed to Sterne, was taken by him from George Herbert, who translated it from the French of Henry Estienne. "The cup that cheers but not inebriates," is conveyed by Cowper from the "Siris," (a treatise on "Tar-water") of Bishop Berkely. Wordsworth's "The child is father to the man," is traced from him to Milton, and from Milton to Sir Thomas Moore. "Like angel's visits, few and far between," is the offspring of Hook; it is not Thomas Campbell's original thought—old John Norris (1658) originated it, and after him, Robert Blair, as late as 1745. "There's a gude time coming," is Scott's phrase in "Rob Roy," and the "almighty dollar" is Washington Irving's happy thought.—*Ib.*

THE understanding is not a vessel, which must be filled, but firewood, which needs to be kindled; and love of learning and love of truth are what should kindle it.—*Plutarch.*

REASON is a very light rider, and easily shook off.—*Swift.*

PLAN OF SCHOOL GOVERNMENT.

EDITOR OF JOURNAL :—I have used the following simple plan of School Government for the past few years, and find that it is a very easy and efficient means of securing good deportment in a school of elderly pupils; and thinking perhaps some teachers would be pleased to try it, I herewith submit it to you for publication, should you deem it worth your notice.

At the opening of school I establish what may be termed a "School Currency," by getting printed on small tickets "One Cent." These tickets are deposited with the District Clerk which he holds subject to a written order from me.

Whenever any pupil improperly deports himself or herself I note the same on a slip of paper and at the earliest opportunity I write out a fine, the rate of fine being previously posted in the school room—and present this to the pupil fined; he is personally required to procure from the District Clerk the money necessary to discharge this fine and hand the same to me within a stated time.

These fines are kept by the District Clerk till the close of the term, when an abstract of them is taken and posted in the school-room or published in some paper, and the original copy of the fine sent to the pupil's parent or guardian.

By adopting 100 as the maximum of deportment, this may readily be reduced to any desired scale of marking and entered in the Deportment column of the Register.

Whenever any pupil's fines shall amount to 100 cents in one term he is suspended from School by the action of the District Officers.

This, of course, presupposes the acquiescence of these officers, and to which, if they are men of good sense, and have the advancement of the school at heart as they should have, they will readily consent.

In my opinion no School Government will or can produce such happy results as this. It has the admiration of several respectable Teachers and County Superintendents, and I think only needs a fair trial by "Live Teachers" to insure its general use.

Those wishing further information concerning it can address the subscriber, E. WEBSTER STONE.

Eagle, Waukesha Co., Wis.

AIM at perfection in everything, though in most things it is unattainable; however, they who aim at it, and persevere, will come much nearer to it than those whose laziness and despondency make them give it up as unattainable.

THE "COULDS" AND THE "WOULDS."

Teachers consist of two classes; one composed of those who could write for a magazine, if they would; the other composed of those who would if they could. What the respective numbers of these classes may be, it is difficult to tell; because we cannot say who belong to the *coulds* until they do something; nor can we say who are merely *woulds* until they try. We are loth to believe that there are many who could not if they would, and quite as loth to believe that there are many who would not if they could; but, to tell the truth of the matter, nine-tenths of the teachers belong to one or the other class; and we do not know that there is a pin to choose between them. To be able to write and not to do it, or in other words, to have the ability and want the will, argues laziness, which is the characteristic of the *coulds;* not to be able to write, that is, to have the will without the ability, argues lack of brains, which is the misfortune of the *woulds*.

There are some, perhaps, who will think it more creditable to be classed with the *coulds* than with the *woulds;* but if we may be allowed a familiar expression, "we cannot see it;" for if Jack is a dull boy, it makes little difference whether he simply has no sense, or whether he merely never shows it. In the one case he to be pitied; in the other blamed. So with the *coulds* and the *woulds*; the latter are to be pitied, because Nature has not endowed them with the necessary ability; and the former are to be blamed, because, though they have gifts, they do not use them. They are the servants that bury the talents; they are the virgins that neglect the lamps.—*California Teacher*.

RULES FOR REARING CHILDREN.

The following rules for rearing children are worthy of the attention of every man and woman:

1. Children should not go to school until six years old.

2. Should not learn at home during that time more than the alphabet, religious instruction excepted.

3. Should be fed with plain, substantial food, at regular intervals of not less than four hours.

4. Should not be allowed to eat anything within two hours of bedtime.

5. Should have nothing for supper but a single cup of warm drink, such as a very weak tea of some kind, or cambric tea, or warm milk and water, with one slice of cold bread and butter—nothing else.

6. Should sleep in separate beds, on hair matrasses, without caps,

feet first well warmed by the fire, or rubbed with the hands until perfectly dry; extra covering on the lower limbs, but little on the body.

7. Should be compelled to be out of doors for the greater part of daylight, from after breakfast until half an hour before sundown, unless in damp, raw weather, when they should not be allowed to go outside the door.

8. Never limit a healthy child as to sleeping or eating, except at supper; but compel regularity as to both; it is of great importance.

9. Never compel a child to sit still, nor interfere with its enjoyment, as long as it is not actually injurious to person or property, or against good morals.

10. Never threaten a child; it is cruel, unjust and dangerous. What you have to do, do it, and be done with it.

11. Never speak harshly or angrily, but mildly, kindly, and, when really needed, firmly—no more.

12. By all means arrange it so that the last words between you and your children at bedtime, especially the younger ones, shall be words of unmixed love and affection.

HINTS TO TEACHERS.

Do not make much noise yourself in talking. Some teachers are forever scolding, fretting, and finding fault. They pitch their voices on a high key in the morning, and keep up a tempest all day. Now, there is no need of this; indeed, it is worse than useless, for scholars get so accustomed to hearing this perpetual ding-dong, that they pay but little or no attention to it. I know that words of reproof and correction are sometimes necessary; but a few words are better than many, and whenever you have occasion to use them, speak with earnestness and decision, define your position distinctly upon the matter under consideration, and then act precisely as you talked.

Aside from oral instruction and explanation in connection with recitations, you should say as little as possible. Study brevity. One single word is all that is necessary in calling out a class, and even this may be dispensed with, and a signal of some kind—a tap of the bell, perhaps,—substituted. The eye and the hand can speak, often more effectually than the voice; and you will notice that where schools are particularly excellent in regard to system and order, much of this kind of language is employed by the teachers in moving the nice and complicated machinery.

In dismissing your school at the close, or for recess, you will find it

THE "COULDS" AND

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s as pernicious as none at all. But to the industrious toiler,
nshine of the heart is just as indispensable as the material sun-
ne is to the flower; both soon pine and die if deprived of it.

Home Education.—Make home an institution of learning. Provide books for the centre-table, and for the library of the family. See that all the younger children attend the best schools, and interest yourself in their studies. If they have the taste for thorough cultivation, but not the means to pursue it, if possible provide for a higher education. Daniel Webster taught at the intervals of his college course to aid an elder brother in the pursuit of a classical education; and a volume of his works is dedicated to the daughter of that brother, who early closed a brilliant career. Feel that an ignorant brother or sister will be a disgrace to your family, and trust not the prevention of such a reproach to the casual influence of the press, existing institutions, and the kind offices of strangers. If the family becomes, as it may be, an institution of learning, the whole land will be educated.

come, and we bespeak for them that
demand.—*Maine Teacher.*

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A *Teacher's Manual* also will be ready soon, but one great
merit of the maps is that they can be used to advantage with any text-
book on political or physical geography now in use in our common schools
or academies. Their real merit, however, is of a much higher order.
For accuracy, beauty, freshness, clearness and harmony, they excel any
before published in this country or in Europe. Probably no one is so
well qualified to prepare works on Geography. Professor Guyot has de-
voted a lifetime to the investigation of this science. He came to this
country in connection with Prof. Agassiz, and each stands at the head of
his respective department. Prof. Guyot has obtained a wide reputation
among teachers by his lectures on physical geography, and by his pub-
lished volume entitled "Earth and Man." This truly valuable book has
passed through many editions, both in this country and Europe, and is
still the very best manual on physical geography to be found in any lan-
guage.

The complete works of Prof. Guyot are now being brought out on a
munificent scale corresponding with their merit, by the enterprising pub-
lisher, Mr. Charles Scribner, of New York. The publication of his com-
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$40,000. The smaller maps and text-books will be issued from the press

as fast as possible. It is the intention of the author and publisher to cover the whole ground, and be able to furnish maps and text-books adapted to every educational institution, from the primary school to the highest university. The publication of these works will mark a new era in the method of teaching geography. Almost every teacher has been wearied by trying to impart a knowledge of the "ten thousand useful facts," which constitute the basis of our geographical text-books. Innumerable names of towns, rivers, bays, &c., taxing the memory beyond endurance—giving trivial descriptions of each section or prescribed boundaries, without reference to the physical features, and with no recognition of the principles of the science of geography.

With the publication of Prof. Guyot's maps and books we hope for a new order of things, and that classes will not be left to wander without the guide of principle and law in the ancient wilderness of miscellaneous facts. Let them know and feel that the Great Creative Hand can be traced in the departments of geography; that the earth is an organic total, fitted by all its structure to be the home of man; that there is a "life of the globe;" that the world, as much as the human body, exhibits design in all its members; that the air, ocean and land act and react perpetually upon one another, fitting this "terraqueous sphere" for all the wants of the human race; that mountains, rivers, seas, &c., exercise an important influence on the products and industry of a people and the progress of nations; that nature provides for the growth of cities and towns; that the favoring winds and currents that aid the intelligent mariner are governed by law; in fact, that *geography is a science* worthy of their closest study. Prof. Guyot, as an investigator of truth in this direction, stands out in bold relief above all others.

None of the numerous pupils of the renowned Humboldt and Riter has entered more into the spirit of investigation which was evinced by these acknowledged masters, than he, and none has developed, in a more felicitous manner, or with more important additions, the views which they were foremost to announce. Having been their pupil in early life, he adopted their views with an enthusiasm which foreshadowed his late distinction. He early became an earnest investigator of the natural world; the mountains and glaciers of his native land were his favorite study; and since his removal to the United States he has lost no opportunity to become familiar with the mountain ranges of the country.

Fortunate indeed for our American youth that he has undertaken the preparation of a series of maps and books illustrating and embodying the results of his patient investigations and high attainments. In New England especially, where their merits will be most fairly appreciated, his

works will receive a most hearty welcome, and we bespeak for them that general use which their intrinsic merits demand.—*Maine Teacher.*

Our school book publishers have, during the last ten years or more, issued a large number of text-books on Geography. Some of them have been very good; and some of them, in our opinion, are very poor. On the whole, this branch of common and high-school study has of late received attention more commensurate with its importance, and there has been manifest an improvement in the absolute knowledge of the subject, as well as the method of teaching it. In some of the more recent text-books we have a clear, concise statement of the principles of the subject and a well digested arrangement of the parts necessary to be learned. But we have needed a text-book of a higher grade for our higher institutions and best class of public schools. Whether we have this now or not must be decided by the test of the school-room.

We are happy, however, in calling the attention of teachers and school-committees to a new work,* just published, with the title indicated in the foot note referred to in this article. It appears to be a carefully prepared work, comprised in 588 pages, octavo, beautifully printed, well illustrated and systematically arranged. There is, as stated in the title, a separate treatise on each of the following departments, viz.: Astronomical, Physical, and Civil Geography, embraced in 142 pages; while the remainder is devoted to *Local Geography.*

It appears, on a cursory examination, to be well digested, written with general exactness in matters of science, embracing some novel and interesting features, and we are mistaken if, on examination and trial in the school-room, good teachers do not find it a good book, of a higher order than the books hitherto in general use in our schools. We commend it to the careful perusal of all earnest teachers.—*R. I. Schoolmaster.*

The educators of this country are indebted to the Lippincotts for some of the most useful and thorough text-books which have ever been used in our schools, and also reference works, which are indispensable to the student in his research.

Among their late publications, perhaps the most important, and which will tend to change radically the method of instruction in that hitherto much neglected branch of study, is Allen's Primary Geography. This

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* J. H. Colton's American School Geography; comprising separate treatises on Astronomical, Physical and Civil Geography, with descriptions of the several grand divisions of the globe. By Charles Carroll Morgan. Illustrated with numerous engravings, and accompanied by J. H. Colton's School Atlas. New York: Ivison, Phinney & Co. 1863

little book has worked its way into all our best schools, East and West. It has lately been adopted in the whole State of California. It is used in Oswego, N. Y.; Cleveland and Cincinnati, Ohio; Milwaukee, Wis.; Louisville, Ky.; and in nearly all the Normal Schools of the country. The fact that three editions of 10,000 each, have already been sold and a fourth edition is now in press, is very good proof of the interest manifested in this little book. The first edition was issued only eighteen months ago. We are anxiously awaiting the Second Book on the same plan as the Primary, and trust the teachers of this State will not fail to secure a copy as soon as published. If it carries out the plan of the Primary, it cannot fail to be a great favorite with those teachers who are willing to investigate and adopt the *only true and philosophical method of teaching* Geography.—*Ib.*

The introduction of lessons on natural objects and common things marks an era of improvement in methods of primary instruction, which is without a parallel in the history of education. At no stage in a course of study can Object Teaching be employed to better advantage than in introducing young learners to the study of Geography.

I have examined WHITE'S CLASS-BOOK OF GEOGRAPHY with special care, and find that it embodies, in a cheap form, the *best* features of the Object System, in a course of elementary lessons, which are in accordance with nature and common sense. It is not often that so many valuable improvements are embodied in so small a volume.—W. H. WELLS, *Supt. of Public Schools, Chicago.*

The Oral Lessons, which constitute Part First, are strictly in accordance with the natural order of early instruction. Such lessons are of great practical value in developing the fundamental ideas of Geography with which every child should begin the study. I thank the author heartily for this timely addition to our means of teaching an important branch of science.—A. S. WELCH, *Principal of Michigan State Normal School.*

I am in receipt of your [White's] excellent little Class Book of Geography. I have examined it with pleasure. I hail its appearance as an indication in the right direction. It presents a true and rational system of leading the child up to the study of Geography. I am especially pleased with the "Syllabus of Oral Lessons." It meets with my most hearty approbation. I should like to see it in the hands of every primary teacher in the land.—E. A. SHELDON, *Supt. of Schools, Oswego, New York.*

Published by Sargent, Wilson & Hinkle, Cincinnati, O.

MATHEMATICAL DEPARTMENT.

A correspondent, residing in Washington county, writes us that D.'s solution of problem 65, in the August number, is not by common arithmetic, as required. Will our friend please send us an arithmetical solution.

No solution of problem 65 has been received by the present editor of this Department.

We give the following, which shows that the question properly belongs to Algebra. Let x and $(21-x)$ be the required parts. Assume $x<21-x$; then $\frac{21-x}{x} \times 1 = \frac{x}{21-x} \times 25$. Clearing of fractions gives $(21-x)^2 = 25x^2$; hence $21-x = 5x$ $\therefore$ $x = \frac{7}{2}$ and $21-x = \frac{35}{2}$.

Many algebraic questions may be solved by the rule of Position, but such solutions are not strictly arithmetical, since the rule itself is derived from an algebraic formula.

Solution of Problem 3.—Let $\frac{a}{b}$ be a fraction equal to m; adding 1 to each term we have $\frac{a+1}{b+1} = m^1$. From the first, $a = bm$; from second, $a+1 = bm^1 + m^1$. By substitution, $bm+1 = bm^1 + m^1$ and $m = m^1 + \frac{m^1}{b} - \frac{1}{b}$ (1). If the fraction $\frac{a}{b}$ be proper, $m < 1$ and $m^1 < 1$; consequently the expression $\left(\frac{m^1}{b} - \frac{1}{b}\right)$ becomes negative and $m^1 < m$. If on the other hand $\frac{a}{b}$ be improper, $\left(\frac{m^1}{b} - \frac{1}{b}\right)$ becomes positive and $m^1 < m$. If we subtract 1 from each term, equation (1) becomes $m = m^1 - \frac{m^1}{b} + \frac{1}{b}$; and following a similar course of reasoning we find in the case of a proper $m^1 < m$, and *vice versa*. AGRICOLA.

Freedom, Wis.

This solution can be made more general by adding n to both terms of the fraction instead of 1.

Solution of Problem 4.—Let x = side in rods; then $4x = \frac{x^2}{160}$, and we find $x = 640$; $\therefore$ $\frac{640 \times 640}{160} = 2560$, the number of acres.

Freedom, Wis. AGRICOLA.

Another Solution of Problem 5.—By the question, C's money was on interest 2 years, B's 4 years, and A's 6 years. We will first find the amount of \$1 for 2, 4, and 6 years, at 10 per cent. compound interest. The amount of \$1 for 1 year equals \$1 $\times \frac{1}{10} +$ \$1 $=$ \$$\frac{1}{10} +$ \$$\frac{10}{10} =$ \$$\frac{11}{10}$, and the amount of \$1 for 2 years equals \$$\frac{11}{10} \times \frac{1}{10} +$ \$$\frac{11}{10} =$ \$$\frac{11}{10 \times 10} +$ \$$\frac{11 \times 10}{10 \times 10} =$ \$$(\frac{11}{10})^2$; in like manner, we find the amount of \$1 for 4 years equals \$$(\frac{11}{10})^4$, and for 6 years equals \$$(\frac{11}{10})^6$. Hence the present worth of \$1 for 2 years equals \$1 $\div (\frac{11}{10})^2 =$ \$$(\frac{10}{11})^2$, for 4 years equals \$1 $\div (\frac{11}{10})^4 =$ \$ $(\frac{10}{11})^4$, and for 6 years equals \$ 1 $\div (\frac{11}{10})^6 =$ \$$(\frac{10}{11})^6$. Consequently the amount of \$$(\frac{10}{11})^2$ for 2 years = amount of \$$(\frac{10}{11})^4$ for 4 years = amount of \$$(\frac{10}{11})^6$ for 6 years. Now it is evident that the required shares are proportional to $(\frac{10}{11})^2$, $(\frac{10}{11})^4$, $(\frac{10}{11})^6$. These fractions, it will be readily seen, are respectively equal to $(\frac{1}{1.1})^2$, $(\frac{1}{1.1})^4$, $(\frac{1}{1.1})^6$, and proportional to $(1.1)^4$, $(1.1)^2$, 1.

Hence $(1.1)^4 + (1.1)^2 + 1 : 1 ::$ \$7348 : \$1999.95 = A's share.

$(1.1)^4 + (1.1)^2 + 1 : (1.1)^2 ::$ \$7348 : \$2419.93 = B's share.

and $(1.1)^4 + (1.1)^2 + 1 : (1.1)^4 ::$ \$7348 : \$2928.12 = C's share.

L. C.

Why we invert the Divisor in Division of Fractions.—The value of a quotient in division depends upon the relative values of the dividend and divisor. If the divisor is less than the dividend, the quotient is such a part of the dividend as unity is of the divisor. If the divisor is a fraction the quotient is as many times the dividend as unity is times the divisor. Unity is as many times a fraction as is expressed by the reciprocal of the fraction.

Hence the rule: "Multiply the dividend by the reciprocal of the fraction."

G. T. FLETCHER,
Berlin, Wis.

Problem 10.—A owed B \$500, for which B was willing to wait a year longer provided A would pay a part and the interest at 6 per cent. in advance on the remainder: A paid \$200, and it is required to determine what part is to be credited on the principal, and what part will be required to pay the year's interest on the unpaid portion of the principal?

Problem 11.—If the hour, minute and second hands of a clock all turn on the same center, how long after 12 o'clock before the hour hand is half way between the minute and second hands, the second hand half way between the hour and minute hands, and the minute hand half way between the hour and second hands?

Problem 12.—A, B, C, D and E, start together to travel around an island 70 miles in circumference. They travel at the rate of 4, 6, 8, 11,

and 13 miles per day, respectively. How long will it be before they meet again? J. E. C.

Problem 13.—A circle 24 inches in diameter is to be divided into three equal parts by two parallel lines; required the distance of each line from the center of the circle.

Problem 14.—How high above the earth must a man be raised so that he may see $\frac{1}{3}$ of its surface? JAMES O'CONNOR.
Washington Co.

Problem 15.—Divide 100 into two such parts that the square of one part multiplied by the other part shall be the greatest possible. J. E. C.

Problem 16.—A triangle whose sides are 6, 7, and 8 feet, is suspended from the angle opposite the longest side; find the inclination of each side to a level plane.

GRADATION AND COURSE OF INSTRUCTION FOR COMMON SCHOOLS.

MR. EDITOR:—During the joint Institute of Fond du Lac and Dodge counties, in October last, it was proposed by Superintendents Root and Phelps to undertake to secure a uniform classification of the schools of the two counties. The subject was somewhat discussed at the time and was finally referred to me for a plan, to be presented as soon as practicable. At that time I deemed it impossible to lay anything before the teachers of the coming season sufficiently digested to become of universal application, and as I think the subject of great importance and equally important to all, I have concluded by your consent to discuss it from time to time in the Journal.

By the aid of several other teachers I have already drawn up a plan in the rough and some thirty or more teachers have promised to test its practicability and report improvements. The plan proposed sets forth not only a system of uniform gradation, but also of uniform instruction and studies for each grade. All will agree that such an end is greatly desirable and we believe it in a great degree attainable.

For a long time to come the most of our country schools must be taught by those who are comparatively young and inexperienced, and consequently in this cause of so great moment and embracing so much difficulty and complication, we cannot expect success without system, nor

without making that system so plain that a teacher though a mere youth cannot err therein. Whenever a multitude are engaged in any such work, concert of action is always necessary to ensure success. A blind man cannot chop because he cannot strike twice in the same place ; and as the natural eye cannot see mental culture, a strange teacher in a strange school is little better than totally blind in regard to the work already done and the manner in which it has been accomplished ; so one teacher strikes a blow here and another there and a third in another place, scarcely two striking in the same place or in the same way. As there is a multitude of teachers so is there a multitude of plans and notions ; and then too multitudes proceed almost without any plan, or method, and consequently we have a universal mixture of good, bad and indifferent, and because of our continual change of teachers this mixture is universally mixed and inflicted upon all classes of community without limit or bound. A tender plant set by one in peculiar soil in a particular way, is pulled up by the next and placed in another soil in a different manner, a third grows it in the shade a fourth in the sunshine, a fifth in the open fields and the sixth in a hot house, each blindly following his own notions regardless of former methods of treatment.

In government the variations are none the less marked. One frets and scolds, one whips, one leads, one drives, one smiles, one tries the moral sensibilities, one the physical, one tries all and another none. The result is obvious, yet it may not be amiss to make a few points.

Such a state of things must necessarily produce a dwarfish, irregular, one-sided, rickety development. Little girls and boys are often seen carrying a fifth reader to school and also a large grammar and geography, having a fair ability to pronounce words in reading and perhaps to commit a grammar or geographly lesson, who have not the multiplication table half learned. Youth are frequently found who understand very well common arithmetic, but are miserable readers, while spelling is completely out of the question. Some are permitted to pass over a great deal who learn nothing well but seem to have pursued the fortune of the frog that ascended from a well ten feet every day and fell back nine every night.

The waste of time and money, the loss of opportunity, the evil effects upon habit and character arising from a want of a well established and universal system in educating, is beyond calculation.

Such a system, however, can never be made general by teachers alone. Experienced teachers may devise the plan but they must have the aid of a thorough School Law perfectly united in its links and operations from center to circumference to carry that plan into each and every schoolroom.

In short, to accomplish this end we need, first, a State Organization or State Board to adopt proper educational systems and lay them before the several counties; secondly, a county officer to receive such systems and lay them before the several towns; thirdly, a town board to receive such systems from the county officer and lay them before a fit person hired by by them to see that they are fully carried out in every school and school department in his proper town. Such person should be required to attend to the grading and classifying (bound of course to the plans set forth by the State Board) of all schools, should see that each grade pursues the proper course of studies and also to the passage of pupils from one grade and class to another. Under such a plan the qualifications of pupils of the same grade would be nearly equal throughout the State, and all would be educated in the same manner in the same branches. Such a course would greatly compensate for our continual change of teachers; for a teacher would always find his school graded and classified and would know precisely in what manner and in what branches each pupil had been instructed, and also in a great measure would atone for the employment of inexperienced youth as each would work under a guide in a well fitted harness.

That our school system should accomplish these and many more desirable results has been urged upon our State by almost, if not quite, every important educational influence within its borders for more than six years.

The State Superintendents for at least eight years both in their public lectures and official reports have decided in its favor. The State Teacher's Association during its last six sessions has each time adopted resolutions favoring without even a dissenting voice. Teachers' Institutes wherever the subject has been presented have passed the same judgment with the same unanimity.

We believe that in no important case has the system ever been rejected when once adopted in other States, and more than that it seems to meet with universal approbation among the educational classes.

Cannot our Legislature be induced, during the coming session, to respond to this long continued and earnest appeal of those who are striving to build up the educational interests of the State? A. P.

Horicon, Wis.

ALL things may be divided into two classes. First, things that you *can* help; second, things that you *can't* help. To fret about the first would be unmanly; about the second would be utter folly; therefore, fret not at all.

EDITORIAL MISCELLANY.

OUR SCHOOL SYSTEM—NORMAL DISTRICTS.

Any one familiar with the present working of our School System will readily discover that a want of uniform efficiency is its great draw back. We have the best of schools and the worst; enlightened and efficient supervision and no supervision at all, or the next door to it.

This state of things admits of various remedies. We call especial attention to the article preceding this, on the subject of introducing something like a general and systematic course of study into our schools. The gentleman who writes it is no mere theorizer, but a practical teacher, of long experience, who has given the subject careful attention. This work can be done without disturbing the existing organization of the schools; it would merely be converting irregularity and confusion into order and symmetry; but it would prepare the way for another great step—the actual gradation of the schools, wherever that is practicable, into separate departments, under different teachers.

We look for an article for our next issue upon this latter subject, and the kindred one of a Town Organization, from a gentleman who has given it a special examination, and is in every way competent to do it justice.

But there is something else needed. To improve our school system in theory, and lay down the best possible course of study on paper, will amount to little. We must have a good system, every where well administered, and teachers competent to work under an enlightened and uniform plan, so that a change of teachers will not involve a change of plan, nor cause all that has been done before to be disparaged, and its benefits more or less neutralized. How shall we attain this?

The method of reaching this consummation is indicated we think in the following section of one of the Resolutions adopted at the last meeting of the State Teachers' Association:

I. *Resolved*, That in the judgment of this Association the proper efficiency of our Public School system requires:

7. The establishment of a series of Normal Schools, and the division of the State for this purpose into Normal School Districts, and the appointment of Normal Superintendents over those districts who shall constitute a State Board of Education.

This language is indeed somewhat general; but if we can set on foot what is there recommended, we shall be in the way of securing a degree of efficiency and uniformity now quite unattainable. These "Normal" Districts should be such in the best and largest sense of the term. Rule, system and efficiency should be secured, in every respect, in each district; and by the joint action of the Normal Superintendents, forming, with the State Superintendent a State Board of Education, the same blessings should, as far as possible, be made uniform over the State. What is now approximately attained in certain counties, under our best

County Superintendents, might be more fully attained everywhere. Having also the Town Organization, we could reach the following results: A systematic and uniform course of study, and a corresponding uniformity of teaching based upon that course of study; efficient and uniform visitation, supervision and reporting, through the town, county and normal district officers; uniform and careful examinations of teachers, by the County Examiners, under the direction of the Normal District Superintendents; valuable and efficient institute work or the drilling and instructing of the existing body of teachers, leading on to the ultimate establishment of a "Series of Normal Schools;" and hastening the good time when, as in the more enlightened European States, neither law nor public sentiment shall allow of any teachers but those who have been trained and found fit for the work.

How many such Normal Districts there should be in the State; how the Superintendents should be appointed; how long they should hold their office, etc., are questions which, though important, we will not enter upon now. We incline to think that at present we might profitably make these districts co-terminous with our Congressional Representative Districts—or rather that six districts would be enough, however they might be bounded.

We can see the possibility of a glorious educational future for Wisconsin; but not until the earnest friends of education shall by a "long pull, and strong pull, and a pull altogether," lift the existing incubus from her breast, and send a vital and invigorating current through all her veins.

AN INDUSTRIAL COLLEGE.

We understand the Commissioners have selected the 240,000 acres of land donated by Congress to the State for founding an Industrial College. The very grave question arises: how shall the work be carried out? The proceeds of the grant cannot be applied to the erection of buildings; how shall they be secured? Can the existing State University be made to work in harmony with the new and important educational enterprize opening before us? This would depend very much, we judge, upon the wisdom of the Legislature in authorizing, and of the "Regents" or other officers who might be charged with the duty of carrying out such a plan. We have heard the opinion expressed, by many intelligent persons, as we have been in different portions of the State, that the service rendered or soon likely to be rendered by the State University, as a merely Collegiate Institution, is in no proportionate degree commensurate with the money that has been expended upon it. It has graduated forty-five young men—four and a half a year for the ten years since the first class of graduates went forth. These graduates could have found just as good facilities for the usual academical instruction, in other colleges, readily accessible, and the resources of the University might much more profitably have been devoted, from the outset, principally to the establishment and maintenance of Professional Schools. It is not too late to mend.

The two sorts of professional instruction most imperatively and extensively

needed, are in the departments of Teaching and Agriculture. We should have had, long before this, a well endowed Normal school or schools, and one or more Agricultural schools. Not to speak of our wants in the former department, to meet which we need, as soon as we can get them, a half dozen Normal Schools, we also need an ample provision for Agricultural and other Industrial Education. We shall soon have one million inhabitants and more than one hundred thousand farmers in the State. Of these latter, not less than nine out of ten will be mere tillers of the soil, performing their work upon no basis and with no guidance of scientific knowledge.

If provision is not made to afford to the sons of these farmers an opportunity to acquire something more than the mere skill of laborers, it will be a proof that the State is recreant to her duty.

But something doubtless will be done. The "elephant" has been given to us, and something must be done with it. There will be plenty of fingers itching to handle a property which ought to yield, if judiciously managed, from a quarter to a half million dollars. We look with much interest to see what *will* be done.

Not only might the University be made more extensively useful than it now is, by furnishing professional rather than academical instruction, but it might properly occupy a position of precedence and authority among the colleges of the State. Nothing can so certainly operate to lower the standard of scholarship and bring degrees into contempt, as for the Legislature to keep conferring the power to grant the latter upon institutions that can in the nature of things amount to little more, for years to come, except on paper, than a first or second rate Academy. If we are not mistaken, the opinion that a State University may most properly have the sole authority to confer literary degrees for the State, has the sanction of names eminent in the educational world. Let the local colleges make as many scholars as they please, and then let the University, upon the basis of a thorough and bona fide examination, impartially confer its honors upon those who deserve them. This would expose all shams, stimulate a healthful rivalry and elevate scholarship. We have the promise of an article upon this subject from a gentleman who has well considered it and can do it justice.

MR. PICKARD'S ESSAY.—The large number of teachers who have heard it, and a still larger number who have not, will be gratified, we are sure to read Mr. Pickard's ingenious and instructive Essay in the present number. An earnest and appreciative teacher who writes below, will see that her wish is anticipated:

"It it is convenient for you, will you publish the Essay read by Mr. Pickard at Kenosha? Perhaps I am partial; yet I can truly say that nothing I heard read or said, either at the State or National Association, impressed me so deeply as the "Bird's Eye View of the Profession." Truly Yours, ———.

AGENT OF NORMAL BOARD.—Col. J. G. McMynn, of Racine, is examining the Normal Classes this year, and has we believe nearly or quite completed the work.

THE NORMAL DEPARTMENT.—Looking in upon the Normal Department of the University the other day, after an absence from home, we found quite unexpectedly that it was "the last day." An examination in Grammar took place, based upon a miscellaneous collecti on of examples of false syntax. The test, which was a pretty severe one, was uncommonly well sustained.

A large number of the late pupils will teach this winter, but we learn that there are nevertheless already indications of a large attendance next term. Mr. Allen and Miss Moody are doing a good work. The grand thing needed is enough pupils who will stay and finish a full course of study and training.

Though the opening of the Department is a gain to the University, in numbers, influence and receipts, we doubt whether the advantage is equally great to such a school itself to be thus located and connected. We conceive that it would be a much greater advantage to such an enterprise to be able to command ample material for a Model School and School of Practice - an indispensable part indeed of a well organized and well developed institution for training men and women for the work of teachers and educators.

THE ELECTION in this State has resulted in part, in a manner to make the friends of education rejoice; not only by continuing Mr. Pickard in office, but several of our most active and useful County Superintendents. In Racine, Walworth, Green, Iowa, Dane, (West District), Jefferson, Waukesha, Milwaukee, (1st District), Sauk, Vernon, Trempealeau, Winnebago, Waupaca, Oconto and Door, the present incumbents are re-elected, embracing several excellent men. On the other hand several new Superintendents will appear on the scene. We shall be able to give a complete list we presume next month.

Under the present system, the result, as in the former election of town superintendents, will always be chequered. In one county, where they are so fortunate as to have a competent man, and the good sense to elect him, good work will be done. In another county, perhaps alongside, a mere place-man will be put in charge of the schools and teachers, and the consequence is a multiplication of the evils of an inefficient town superintendency by a number equal to that of the towns in the county thus short-sighted and unfortunate.

WAUPACA NORMAL AND HIGH SCHOOL.—We had the pleasure of spending a little time in this school last month. Some seventy names had been enrolled in the Normal Department, and a goodly number of these are so far advanced that they have been examined on the first year's course, under the Normal Board. Beginning with Institutes—a month's session last year under Mr. Allen—with a three months session this year, we hope Mr. Wernli will be able to see at length a permanent school for teachers grow up somewhere, as the result of his efforts.

Waupaca county stands in the front rank. We think she will have as many teachers hereafter, in proportion to her whole number, who have had some degree of real and useful professional training, as any county in the State.

However this may be, Waupaca is the "banner county" on the Journal question. Fifty-one (nearly two-fifths) of her teachers are subscribers.

JACKSON COUNTY is arousing from a dormant state. An Institute of four days session was held last week, in the nice school-house of District No. 7, Black River Falls. The names of twenty-six teachers were enrolled.

Prof. Darrow, of Black River Falls lectured, and cheerfully imparted much instruction on topics of vital importance. A number of entertaining, instructive and practical lectures were delivered; also several meritorious essays were read to large and attentive audiences in the M. E. Church. All manifested a desire to labor in the cause.

Another meeting of the Institute was appointed at Melrose, Jackson county, next May. B. E. S.

November 23, 1863.

EVANSVILLE SEMINARY, of which D. Y. Kilgore, now in the army, was long Principal, is now in charge of Rev. Wm. H. Coleman.

WISCONSIN FEMALE COLLEGE, at Fox Lake, is in charge of Misses C. A. Bodge and M. L. Crowell, as Associate Principals. Mr. Goldthwaite, the former Principal, has a school for boys we understand at Fox Lake.

BARABOO COLLEGIATE INSTITUTE which was chartered as a College last winter, shows by its last Catalogue a total (including those in the Primary Department) of 199 pupils. The Institution is in charge of Mr. E. F. Hobart, assisted by several other teachers.

AMERICAN INSTITUTE OF INSTRUCTION.—This venerable Institution held its thirty-fourth annual session August 26th, 6th and 7th. The following subjects were discussed:

1. "What kind of Instruction is best adapted to prepare our pupils to appreciate and discharge their duties as citizens and patriots?"

2. "Would the general introduction of Object Teaching into our schools be beneficial?"

3. "The best methods of teaching Reading."

Several addresses were delivered on practical subjects.

Charles Northend, editor of the Connecticut School Journal, was elected President. Attached to his name as a nucleus, is a comet's tail of names of Vice Presidents.

Samuel D. Mason was elected Secretary, and Wm. D. Ticknor of Boston, Treasurer.

T. D. Adams, Mass., and Granville B. Putnam, Quincy, Mass., Corresponding Secretaries.—*Indiana School Journal.*

EMANCIPATION in Russia, as elsewhere, is a wonderful stimulant of the intellect. In one district, which formerly had ten village schools and 256 pupils, there are now 1,123 schools and 16,387 pupils; in another the schools have increased from 20 to 277, and the pupils from 375 to 4,192; and in a third the schools have advanced from 308 to 1,238, and the pupils from 4,596 to 39,000.—*Exchange.*

LIGHT WANTED.

MR. EDITOR—Having seen in the August No. of the Journal, a question which has been going the rounds in some of the county examinations, on which the teachers are not agreed; I thought I should like to hear how you or some of your correspondents would solve it. The question is, "A man bought a horse for 250 dollars, what must he ask for him, that he may take 10 per cent. less than he asks, and yet gain 15 per cent.?" Some of them maintain that he must ask $319.4-9 and others, $312.50; an answer through the medium of the Journal will greatly oblige. D. A. J.

Jefferson, Nov. 11, 1863.

MR. EDITOR—I am informed it is the custom of some County Superintendents to destroy the examination papers of teachers after calculating their standing. Ought they not rather to be preserved for future reference? A TEACHER.

THE JOURNAL FOR 1864.

We can *still supply back numbers* of Vol. VIII, and *will take no subscriptions* to extend beyond the close of the volume.

The whole volume,	.....60 cts.	January to June, ...30 cts.
Vol. VIII, and Atwater's School Government Cards	pre-paid,	.....$1.60
" " " Chapman's Map of Wisconsin, on Cloth	"	..... 1.10
" " " Orcutt's Hints to Teachers	"	..... 1.00
Journal six months, and the Government Cards	prepaid,	..... 1.30
" " " " Map of Wisconsin	"	 80
" " " " Hints to Teachers	"	 70

We omit the Table of Subscriptions, by Counties, till next month.

☞ We shall be glad to have those indebted for the Journal, especially if for one, two or three years past, remit the amount due.

SCHOOL BOOKS—OUR ADVERTISERS.

The former inactivity in the book trade seems to have passed by. This is a good sign. Many new and valuable books for schools are being issued. On a former page, we present notices of new works in Geography, by various authors.

Messrs. IVISON, PHINNEY & Co. of N. Y., present a Circular of some of their more important and valuable school books.

Messrs. LIPPINCOTT & Co., of Philadelphia, announce a new Geography.

Messrs. SARGENT, WILSON & HINKLE, of Cincinnati, not only continue their fall advertisement, but present a strong array of notices and testimonials.

Messrs. FOWLER & WELLS, of New York, present a list of their popular works.

Messrs. BARNES & BURR have a Circular of the popular National Series, on the last two pages of the cover; also a list of other valuable books.

RANKIN'S SCHOOL DESK.

We call especial attention to the advertisement of this excellent Desk, on the first inside page of the cover.

BOOK TABLE.

ROBINSON'S NEW SURVEYING AND NAVIGATION. Edited by Orin Root, A. M., Professor of Mathematics in Hamilton College. New York: Ivison, Phinney & Co. Chicago: S. C. Griggs & Co. 1863.

This is a most complete and practical work, well calculated to interest both teacher and student; in many respects it is superior to any other treatise on the same subject with which we are acquainted. We notice in the first chapter, a set of beautiful plates representing the Surveyor's Compass, Solar Compass, Transit, Level, Sextant, and other instruments, each fully described. The rules of mensuration are well arranged, and many of them expressed both in common language and analytically. Throughout the entire work, the questions presented are of the most practical character; those relating to Land Surveying, as stated in the preface, are "formed mainly from the field notes of actual operations, and are sufficiently numerous to familiarize any student with the workings of all practical cases."

L. C.

PRACTICAL SPELLER AND DEFINER, containing about four thousand words, with whose orthography and meaning all should be familiar. By George Sherwood, Author of "Writing Speller," and "Speller and Pronouncer." New York: Barnes & Burr; Chicago: George Sherwood & Co.

The words in this Speller are grouped in thirty-four classes, as "Agricultural Terms and Implements," "Flowers and Plants," "Human Body and Parts," "Political Terms," "War or Military Terms," etc. Suggestions for using the book are given, and altogether we think it might be made very useful. It is somewhat analogous to Northend's "Dictation Exercises," but designed for less advanced classes; it is a good companion to the Speller and Pronouncer, and may be used with the "Writing Speller."

THE WISCONSIN FARMER, a Monthly Magazine, devoted to Agriculture, Horticulture and Rural Economy. Edited by J. W. Hoyt, Secretary of the Wisconsin State Agricultural Society. Published by Hoyt & Campbell. Madison, Wis.

We learn that the *Farmer* under its present efficient management, has rapidly increased its circulation. This is what it deserves. It has long been a wonder to us (more so than that most teachers do not take an Educational Journal), that so few farmers take publications devoted to their interests. The Wisconsin Farmer should be taken not merely by thousands, but by tens of thousands. It is very little to say of it that it is eminently readable, instructive and useful.

We observe by the Prospectus for 1864, that every subscriber not only gets the *Farmer* for one dollar, but a prize in the form of a choice grape vine, blackberry root, or something of that sort.

All who will send us One Dollar, shall receive the *Farmer* one year, and the *Journal* six months, that is from January to the end of the volume.

RURAL NEW YORKER, Edited and Published by D. D. T. Moore, Rochester, N. Y. $2 a year.

This is a sterling family and rural Weekly, and may be commended to all, farmers or otherwise, who wish such a publication. Vol. XV. commences with 1864, and among the new features promised, is a special Department of "Sheep Husbandry" to be conducted by H. S. Randall, author of the "Practical Shepherd," which will commend it to wool growers.

THE

Wisconsin Journal of Education.

VOL. VIII. JANUARY, 1864. NO. 7.

THE TOWNSHIP SYSTEM.

TAKEN BY PERMISSION FROM THE REPORT OF THE STATE SUPT. FOR 1863.

That the County Superintendency is a step in advance, a great improvement upon the Town Superintendent system, is generally acknowledged by those best acquainted with the operation of both agencies; but many sincere friends of popular education regret the loss of the local officer, who, when capable and faithful, effected so much in a direction in which the County Superintendent is able to do but little, the visitation and supervision of schools; and, so much is this loss felt that, in certain localities, some are advocating a return to the former order of things, even at the sacrifice of the County Superintendency. Believing that such a step would be a retrograde one, and that it is entirely unnecessary, I shall proceed to indicate what I conceive to be a better method of securing efficient local supervision of the schools, without sacrificing the fruit of years of earnest effort, the County Superintendency. We need not only efficient supervision, but a complete and harmonious system to supervise.

As our schools are organized at present, no system of supervision can be really effective in securing unity of plan, and systematic development of that plan in our educational work. Each school district is a separate, independent republic, accountable to no higher authority, and dependent upon none, except in the matter of the examination of teachers, and the annual receipt and expenditure of a very small amount of money. We call the aggregation of agencies through which we educate our children a school system, when, in point of fact, there is no vital legal connection between these separate agencies, and there is not a school established by law within the State. Not only is the kind of school, and the time it shall continue, dependent upon the vote of a majority of the residents of

the district, but one more than half of the legal voters, a bare majority, can prevent the establishment of a school at all. Again, while in one district, in consequence of the intelligence and wealth of the people, a good graded school may be maintained ten months each year, in an adjoining district, on account of the absence of intelligence, and the poverty of the people, a miserable apology for a school, in which only the simplest rudiments of an English education are taught, is maintained for three or four months only.

Now no system of supervision, be it ever so good, can remedy the above mentioned evils, and others inherent in our system. What we need is, the abolishment of the separate district system, and the establishment of the TOWNSHIP SYSTEM of school organization and government.

In this system each town constitutes a district, and all matters pertaining to the schools are under the direction of a board elected by the various sub-districts. The secretary of this board takes the place of the old Town Superintendent, visits and supervises the schools, grades them, assists the teachers in classifying the pupils, etc.; in a word, is the efficient agent of the town board, and the necessary connecting link between the County Superintendent and the Schools. Taxes for the support of schools would, under this system, be levied upon the town as a whole, and every individual would pay an equal share of such taxes in proportion to the amount of property owned by him.

Further details of the system will be given in connection with what follows. The advantages of this system are many and evident:

1. As each town forms a school district, and each parent would be permitted to send his children to the school which best accommodated them, all the expense, trouble, and ill feeling, consequent upon the frequent changes in the boundaries of districts, would be entirely avoided.

2. School houses would be built when and where they were needed. Many districts are now compelled to suffer, year after year, all the inconvenience and loss occasioned by the use of a small, badly constructed, ill arranged house, because of difficulties concerning the site, or the indisposition of the voters to furnish the means to erect a new building. Under the township system these difficulties would be avoided, as the board, composed of delegates from all parts of the town, would not be likely to be influenced by local disputes in reference to the site for a house, but would locate it at such point as would best accommodate those for whom it was selected; and as the funds for building the house would be drawn from the whole town, the tax upon each individual would be so small as not to be in the least burdensome, and there would be no necessity for delay.

3. Schools can be graded more easily under the township than under the separate district system. The districts, as now organized, as a general rule, are too feeble in numbers and wealth to maintain more than one department, and the law of 1858, permitting districts to unite for High School purposes has been entirely inoperative, no action having been taken by any district in accordance with its provisions. The Summer Schools, in the country especially, are Primary Schools in most respects, while the Winter Schools embrace all grades of pupils from the Primary to the Grammar or High School. This condition of things necessitates the employment of better educated, more experienced teachers during the winter term, at a cost for their services of about double the amount paid for the same length of time in the summer, while there is not, on an average, more than a dozen children in each district whose capacity, advancement, or range of studies, demands a better or more costly teacher than the one employed during the summer; and thus the education of these few costs the district the difference between the wages paid in summer and winter, amounting, for a four months school, to from thirty to sixty dollars. Now if there were, within reach of the class of larger pupils in three or four districts, a school of a higher grade, to which they could all have access, the winter school in their respective districts could be continued as a Primary or Intermediate School, under the charge of the same teacher employed in the summer, and one higher grade teacher would suffice for several districts. By this arrangment all the pupils in a town would be divided into two grades, at a cost for tuition not greater than that now incurred; and the total additional expense would be measured by the cost of erecting a sufficient number of buildings to accommodate the higher grade of pupils. In many instances, by a proper arrangement of the terms of school, the houses already erected would serve for both grades of pupils. In some district, in which the house is so situated as to be easy of access to the larger scholars in several surrounding districts, let there be a term of school of school commencing so soon as the ground is settled and the weather is pleasant in the spring, and continuing to the first of July; and a fall term commencing about the middle of August and continuing till the middle of November, thus affording the primary pupils six months or more of uninterrupted school during the most pleasant season of the year, which would be far more beneficial to to them, intellectually and physically, than the usual summer and winter terms, with the extremes of warm and cold weather, producing sickness, tardiness, and irregularity of attendance, and thus wasting a good share of the money expended. The winter term could then be devoted entirely to the grammar or higher grade scholars, who, under a competent instructor, whose whole time was given to them and their studies, would make

as much progress in one term as they now do, in the mixed schools, in two or more. Again, whenever a new school house is to be built, its location, size and internal arrangement can all be adapted to the new order of things, so that, in process of time, without any violent changes, or any appreciable increase of expense, the facilities for maintaining graded schools can be established throughout the State.

4. Better supervision of the Schools. The County Superintendent, though exercising a general supervision over all the schools in his county, is entirely unable to give, to each school, that personal attention necessary to obtain a complete knowledge of its condition and wants; and some of the most active and efficient Superintendents have felt the need of a local officer to co-operate with and aid them in effecting improvements in the arrangement and management of the schools. As before stated, the Secretary of the town board will be the proper person to have the immediate supervision of the schools, and will have power, under the direction of the board, to grade and arrange them, suggest and enforce rules for their management and government, and advise with and assist the teachers in all cases in which advice and assistance are needed. He should be appointed by the board, and he may be one of their number, or not, so that the best person to fill the place is elected.

We should thus secure all the advantages of the Town Superintendent system, without losing any of the benefits resulting from the establishment of the County Superintendency.

5. Economy of administration. All the expense now incurred in organizing new districts, and in changing the boundaries of old ones, would be saved. Each child being permitted to attend that school which best accommodated him, and the amount of tax which each person would pay being the same, no matter in what what sub-district he resided, there would be no reason for altering districts; consequently very few changes would be made, and those few would be easily effected, and attended with little or no expense. Again, the liability to a loss of moneys is in proportion to the number of hands through which they pass, and it is no wonder that, with nearly five thousand disbursing officers, there is a good deal of waste of district funds every year.

Under the Township system the financial affairs of all the schools in a town being managed by the same board, one treasurer would be sufficient, and, in order not to multiply officers, the town treasurer, who now collects and receives all the school moneys belonging to his town, might be the treasurer of the board, and upon the order of its secretary, countersigned by its president, would pay out such moneys, when needed. Thus the number of disbursing officers would be reduced from nearly five

thousand, to less than eight hundred, and besides the diminished liability to loss on account of the decrease in the number of disbursing officers, the expense incurred in executing nearly two thousand treasurers bonds each year would be saved.

6. Better accommodation of the people. Under the present system it is necessary to organize districts in such a form as to secure a certain amount of taxable property in order to support a school, and thus it often happens that a person resides in one district while the greater part of his property is situated in another; and many live in close proximity to houses to which they would be glad to send their children, but, because they live in a different district, they are obliged to send them to schools kept in houses remote from them, and difficult of access. Again, it often happens that a populous district possesses a small, badly arranged house, while an adjoining district, with few scholars, has a large and convenient one; yet the children of the populous district cannot attend the school in the other one without the payment of a tuition fee, or a change in the boundaries of their district, involving time, expense, and often an appeal to the State Superintendent. Under the Township system this would all be changed, as it would be for the interest of every person to have the number of pupils in each school proportioned to the size of the house, and its power to accommodate them.

There would also be an equality of privileges in the different districts, as, the schools being supported by a general tax, justice would require that they be maintained an equal length of time throughout the town, and we should not see, as we now do, so great a disparity in school privileges in adjoining districts.

Free schools are founded upon the principle that it is the duty of the State to see that the children within its limits are educated. To this end a generous public fund is provided, and the people are yearly taxed to support the system; yet the kind and amount of instruction given to the children of different districts depend entirely upon influences which the law does not seek to guide or control. Now common sense and justice demand that wherever children enough to organize a school are found, one should be established with all the means and appliances necessary to secure the result desired, the proper education of the children attending it.

7. Employment of Teachers. It being the special duty of the secretary of the town board to visit the schools, become acquainted with their condition and wants, the capacity, tact, and success of the different teachers, he would better qualified to select the person suited to each school than nine-tenths of the District Clerks under the present system possibly can be; thus better teachers would be employed—that is, teachers better adapted to their positions—and they would not be changed each term, as

they now are, but would remain in one school so long as they were successful in their work. Incompetent and unsuccessful teachers would be sifted out, the standard of attainments of all those employed would be gradually and surely raised, and the consequent progress of the schools would be certain and uninterrupted.

The new system of examination by the County Superintendent has done much to elevate the standard of attainments, and weed out unsuccessful teachers, but, inasmuch as an examination in regard to scholarship is not always a true test of the qualificatians of an applicant, and as it is not possible for the County Superintendents to give that personal attention to each school necessary to enable him to judge correctly in regard to the skill and faithfulness of the teacher, many persons are still employed who have no real fitness for their position, and who are retained through favoritism or indifference on the part of those by whom they are engaged. Such persons would be quietly dropped from the list of teachers, and would engage in other pursuits, or, by the use of proper means become fitted for the responsible positions of instructors of youth.

I have thus presented some of the main points in which it is believed that the Township system is superior to to the present District system, and it only remains to notice some of the objections urged to it by those who object to change, or who are satisfied with the system as it is.

The first objection is to the raising of taxes for the support of schools by the town at large. Looking at the matter from a personal stand point, many think a general tax would be unjust to different localities, for the reason that the children of school age are not proportioned to the valuation of property, and thus a wealthy district, with few children, would pay for the education of children residing in other districts. This objection is the same one so often urged against free schools by the childless capitalist, or the wealthy tax-payer whose children were already educated, "I ought not to pay for educating my neighbor's children." As before stated, free schools are established on the assumption that "the property of the State shall educate the children of the State," and consistency requires that the details of the system shall be so arranged as to carry out this fundamental principle. What justice is there in requiring that a specified portion of territory shall furnish the means to educate the children residing therein, so long as you withhold from its tax-payers the power to decide who shall inhabit that territory.

The fact is, that the fairest method of maintaining the schools would be by a tax upon the whole State, and the larger the district embraced in one organization, the more just and equal will be the taxation.

The moneys apportioned yearly by the State Superintendent, and those levied upon the towns by the County Board of Supervisors, are distrib-

uted to each district in proportion to the number of children between the ages of four and twenty residing therein; and as the latter moneys are raised by a tax upon each town as a whole, and not by separate districts, the plan advocated, is, in fact, in operation already, and only needs to be extended to the levy and collection of all the funds needed to support the schools.

In the second place, many will object to the raising of funds by the whole town, to build a school house in a particular district, who would be willing that the schools should be supported by a general tax, after the houses are built. This objection is removed by considering the town as a single district, which needs several houses to accommodate its pupils. It is true, that, for convenience sake, the town is divided into sub-districts, yet, for general purposes it is a unit, and should be managed accordingly. Each town is divided into road districts, yet when a new highway is to be laid out, the whole town is called upon to pay the expense incurred for right of way, etc., though but few of its tax-payers are personally benefited; and when a bridge is to be built no one thinks of asking the citizens residing in the road district in which the bridge is needed to furnish the funds to pay for erecting it; and it cannot be that the education of the children in Wisconsin is a matter of less interest to the people than the laying out of highways, and the erection of bridges. Returns made to the State Superintendent show that, on an average, in the larger counties, not more than four school houses are built in each year; and this would give to each town, but one to build every three years, and this burden, being borne by all the tax payers, would be so light, as scarcely to be felt. All the children would thus be provided with school privileges, and the protracted effort and struggle now necessary in most districts, in order to secure the erection of a school house would be avoided.

In order to avoid all seeming injustice, it might be provided, that those districts which had, within a certain limited time, erected good and substantial houses, should be exempted from the payment of the taxes raised for building houses, for a number of years after the adoption of the township system.

All other inequalities and seeming irregularities can be as well provided for, and it is confidently believed, that a law can be framed, preserving for our school system all its prominent vital and valuable features, and engrafting thereon such additional ones as will give it harmony and completeness, make it a better exponent of our educational standing, more worthy of affection and generous support, and insure the successful accomplishment of its great design, the education and elevation of the whole people.

A DEVOTED EDUCATOR GONE.

BY P. R. SPENCER.

Died, at Cleveland, Ohio, September 13th, 1863, Prof. JAMES W. LUSK, aged 39. He was at the time of his decease, principal agent of the Spencerian system of writing for the publishing house of Ivison, Phinney & Co., New York; also part owner of the copyright, and associate author of the system. His history should be familiar to the young, as a beacon light in directing their energies, and cheering them onward with stern endeavor in the great battle of life.

His father died of cholera, at Jefferson, O., in 1832, leaving JAMES, then seven years old, without means or home, to direct his own way among the shoals and quicksands of life's perilous voyage. He went to live in the family of Mr. Ashbel Kellogg, in Claridon, Geauga county, Ohio, then eight years old, and there continued to reside and labor diligently, with the limited advantages of a country school, till the decease of Mr. Kellogg, in 1843. Again thrown upon the world, and the necessity of making a selection looking to a permanent pursuit being apparent to him, he resolved on acquiring, first, an education. But to aid the will the means were minus. To secure the means, he decided to master the art of writing, and through the profits of teaching fulfill his settled design.

Twenty years ago this autumn he took his seat at a spare table, in the Treasurer's office, of Ashtabula county, at Jefferson, and commenced his labors under my instruction. Awkward and undeveloped, both in person and intellect, to the careless observer he presented no pledge of success; and so little had he been accustomed to concentrate his energies in any scientific effort, that at the end of a month's most devoted toil he had scarcely made one per cent. of chirographic advance. At this point, in in view of his probable failure and the dissolution of all his bright dreams of the future, and almost despairing, he burst into a flood of tears, and wept like a child. This was the culminating point in his progressive and finally bright history.

It taught me the intensity of his desire, and gave evidence of his capacity to do, as he had arranged matters in the programme of his mind. Of course I was at once by his side to bid him hope on and labor on, for he was safe. He did hope on, and labor on with an iron will, and devoted and singular fidelity to every hint touching the six prominent features of the art, and so rapid was his advance from that dark hour, that within three weeks thereafter he was lecturing ably and instructing delighted classes through the several school-rooms of the Reserve.

What a lesson is here taught to the youth of our country to persevere? To build their own fortune, and even fame, nor to be content with such advantages alone as attach by courtesy.

From this hour the tendency of Mr. LUSK was upward and onward to that enviable point of public celebrity which he enjoyed at the time of his death. The education he coveted he secured—though not perhaps to the extent he had planned.

He also prepared himself for the practice of medicine, and graduated at the Eclectic Medical College, in Cincinnati. But he had too deeply identified himself with the interests of education to be permitted by the public voice to renounce the active labors of the school room. To his fidelity, devotion, and enlightened skill, the public schools of Massillon, Buffalo, Cleveland and New York, with the many normal schools and teachers' institutes so fortunate as to secure his transforming services, will long bear testimony.

At the blackboard and before classes he had no superior. He taught with a clearness and force which left and abiding impress. As a free off-hand scribe he was unexcelled, and always carried grace and symmetry into his hurried correspondence. When he designed accuracy, whether in business or ornamental style, perfection acknowledged him in close proximity. When he turned his mind on education in 1843, the best labor he could perform would not command more than $125 per annum. Knowledge, science, reliability, and industry placed a salary of $1500 at his command. He seemed to create and multiply talent by his sterling and tireless endeavors to employ it. His tenacity of purpose would have rendered him eminent in any occupation to which he lent his energies. A resolution on his decease, passed October 3, 1853, by the Teachers' Association of the City of Cleveland, clearly shows the estimate in which Mr. LUSK was universally held:

Resolved That we respect, esteem, and honor the high example of an earnest teacher and Christian gentleman which he uniformly exhibited before us.

At the inauguration of the two primitive links of the great National Chain of Commercial Colleges, namely, those of Cleveland and Buffalo—in 1854 and 1855, Mr. LUSK was associated with H. B. Bryant and H. D. Stratton, as co-partner and teacher, under the style of Bryant, Lusk & Stratton. Thousands of our young men, and well-ordered counting-houses, will bear honorable testimony to the quality and fidelity of his instructions, while thus laboring.

With intellectual culture and expansion, his physical development became perfect and commanding—his address easy, manly and engaging—and it may be truly said death numbers among his trophies another model man.

Since the first of July last up to the twenty-ninth of August, I have been honored much of the time with the companionship and counsel of my old student Mr. LUSK, and four of my sons, associate authors, in revising, for future publication, the Spencerian system—long since matured in Ashtabula

In our lacustrine pastimes I have observed with admiration the broad breast of my old student and friend, with lofty sinews, turning aside the billows of Erie as playthings. With the front of Ajax, he moved along the sparkling beach, his deep footprints displacing the model treasures of the shore. There we all delighted to linger; for there, fifty years ago, form was evolved from leaf and pebble, and combination from rolling, but unbroken waves, 'mid nature's unmarred solitude, to rear the system of substantial speech to which he has given his early devotions and his manhood's years.

Then his apparent hold on life—his manly noble bearing—gave no license to the thought, that so soon he would "sleep the sleep that knows no waking," and the pen of his old preceptor be permitted to move on, and called to record this humble but sincere offering to his memory. But such is life.

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Though he died in the midst of his usefulness, and in the strength of his manhood, he has left a history full of encouragement to the youth of our country and an enduring name.

ÆSTHETIC CULTURE.

That we should look at education from the highest stand-point and seek to make it as comprehensive as the nature of man, will, in theory, be conceded by all. But not at all in practice do we follow out the conviction. Whoever looks at the many sides of our nature—moral, intellectual, religious, social, practical, æsthetic,—feels that the education which should be directed to *all* these falls mainly upon a part, viz: the intellect. So short is the time children can be retained in the schools, that popular education is necessarily circumscribed and defective; and the defect consists in giving undue prominence to the understanding at the expense of our other powers and capacities. "The intellect," says Channing, "being the great instrument by which men compass their wishes, draws more attention than any of our other powers. By education men mean almost exclusively *intellectual* training. For this, schools and colleges are instituted, and the moral and religious discipline of the young is sacrificed."

It is too true, that in general the religious intuitions and moral feelings, the emotions of beauty, imagination,—in short, all which constitutes *spirituality*, is only incidentally touched. The consequence is, an unsymmetrical and distorted growth; subtle reasoners who cheat others and deceive themselves with their sophistries, and practical tradesmen who are blunted to the beauty of the grass and the glory of the flowers. Hence have fatalism, materialism, and the selfish systems which reduce virtue to self-interest, taken their root. Moral instruction, it is pleasing to see, is now for the first time receiving the high consideration its importance merits. And now as auxiliary, side by side, and tending to the same end, why can not we teach, in some degree even to children, the universal prevalence and ministry of the beautiful.

Every intelligent mind will flash at once over the whole extent of the argument we need not offer, that taste reduces grossness and restrains vice and crime. The germ of this love of beauty is great, even in the heart of every little child, ready to blossom, as the wayside thorn puts forth its "tufts of rosy tinted snow." A trifling incident will illustrate. Carrying home a boquet given by a friend, my ears were saluted from behind with—"Oh, man, give me a flower." Turning, I saw a half-naked, ragged, dirty, urchin, who had left his play of firing handfuls of dirt at a similar specimen in the street, to cry at my heels for one of my flowers. When I saw his genuine joy and comic pride at getting it, part of his pleasure was mine. To inculcate such a love is not a difficult task. We do not expect to see the distinction of intrinsic and relative beauty, how simplicity, uniformity, regularity, proportion and order affect our conception of it, in fine, æsthetics *as a science*, taught; but we do believe attention can and ought to be called to this visible temple of God we inhabit, where he stands revealed day and night. "Holy men," says Ruskin, "in recommending the love of God, seldom refer us to the things in which it is most abundantly shown; they require us not to thank Him for the glory of His works; they tell us to meditate in the closet, but send us not like Isaac into the fields at even; and the reason preaching is so commonly ineffectual is, that it oftner calls on men to work for God than to behold God working for them."

By attention to neatness and cleanliness, by familiar conversations in which some things are shown to please by similarity, some by contrast, some from habit, others from novelty, we may do much. Little talks about the beauty of the trees, grass, flowers, stars, and showing them plates or pictures culled from some old magazine, help. Drawing is an excellent means, and, as no school house is without a blackboard, none need be without a new picture each day. Let taste be awakened, and it will never again become dormant; for "beauty is an all-pervading presence.

It unfolds in the numberless flowers of the spring. It waves in the branches of the trees and the green blades of the grass. It haunts the depths of the earth and sea, and gleams out in the hues of the shell and precious stone. And not only in these minute objects, but the ocean, the mountains, the clouds, the heavens, the stars, the rising and setting sun, all overflow with beauty. The Universe is its temple, and those who are alive to it can not lift their eyes without feeling themselves encompassed with it on every side. An infinite joy is lost to the world by the want of culture of this spiritual endowment."—*Ohio Educational Monthly.*

LINEAR OR OUTLINE DRAWING. No. 1.

BY T. E. SULIOT, OHIO.

In a country like America, the genius of whose sons is so mechanical and so inventive, where the occasions for the exercise of that genius are so frequent, whether in the devising of mechanical appliances to meet some unforseen emergency, or in the application of common implements to purposes for which they never were designed,—outline or linear drawing should form a part of elementary training in every school.

How often, in some remote district, the new settler has occasion to describe to a common joiner or blacksmith a tool or piece of machinery which would save him a great deal of labor, but which he cannot clearly describe by words. Or, he may happen to see somewhere a new machine, an ingenious contrivance, which, at some future time, he would be glad to imitate. He may clearly understand its construction, whilst the machine is there before his eyes; but he knows by experience that, however clear his present conception may be, time is sure to dim and confuse his recollection. If he could only take a clear and correct, though hasty, sketch, he might, at any future time, bring back the whole thing vividly before his mind's eye.

For such and many other purposes which will readily suggest themselves to the reader, how important it is to possess the power of reproducing, on the spur of the moment, by a few bold strokes, the outline of any object, the most striking features of any locality, the principal events of any transaction which we wish to convey to some one at a distance. Drawing is, in short, a universal language that speaks at once to all in characters which cannot be misunderstood, by which men can interchange ideas under circumstances that may render impracticable any other mode of communication.

But, independently of any practical application, it educates two of our

most important senses, sight and touch. It trains the eye and the hand to a correct performance of their respective duties. It is the very best preparation for the art of penmanship, which, in fact, is only a partial application of a more general faculty.

Above all, it educates one of our most exalted internal senses, on which much of the beauty of character, much of the happiness of life depends —the sense of the beautiful in nature and in art. The eye of the draughtsman seizes at a glance, in a landscape or an edifice, details which would escape an untutored eye, and discovers beauties which would elude the notice of a common observer.

It may be objected that the time cannot be spared, that the essential branches of a common English education take up all the time allotted for school, leaving no surplus that could be appropriated to drawing.

To this I would reply: 1st, The objection begs the whole question at issue, viz.: that drawing is not one of the essential branches of a common English education. I have already tried to show its importance. 2d, The time devoted each day to drawing need not exceed at first 25 or 30 minutes; and the exercise would be a refreshing variety from the monotony of abstract studies. All children are fond of drawing; this very fondness is the prompting of nature which ought not to be disregarded.

It may also be objected that drawing, as we generally see it taught and practiced, is an art of infinite delicacy, requiring long and patient cultivation to insure even a moderate proficiency. Yes, this is all very true, if you mean fine drawing, highly finished, shaded, &c. But I spoke only of outline drawing, of the power of sketching or representing, by a few bold and skillful strokes, the prominent points of an object, so as to bring it visibily before the mind's eye. This is the only branch of the art which I plead for as necessary to elementary education. The more artistic processes of finishing, shading, &c., I leave to those who have talent, leisure and money to devote to the acquisition of that beautiful art. But the training of the eye and the hand are essential parts of the education of every human being and cannot be neglected without loss to to the individual and to community.

There is one study in which the knowledge of linear drawing is of special utility, without which, indeed, the method of teaching it must remain imperfect; I mean Geography, that should be taught from the beginning by delineations on the blackboard executed both by teachers and pupils. Hence, how essential that every teacher, even of the humblest school, should be able to draw all the necessary figures, diagrams and illustrations, not only with correctness but with rapidity. As he traces on the blackboard the outlines of a country, he illustrates the exhibition by a familiar oral lecture on the general aspect, productions, and history

of that country; and, at the next recitation, the scholars must come prepared to reproduce on the board, from memory, the substance of the preceding day's lesson.

Here, I would borrow from Horace Mann his lively description of a lesson he saw given in Germany to a class a little advanced beyond the elements:

"The teacher stood by the blackboard with chalk in his hand. After casting his eye over the class to see that they were ready, he struck at the middle of the board. With a rapidity of hand that my eye could hardly follow, he made a series of divergent lines to represent mountains. He had scarcely turned an angle or shot off a spur, when the scholars began to cry out; Carpathian mountains, Hungary; Black Forest mountains, Wirtemberg; Giants' mountains, Silesia, &c.

"In less than half a minute, the ridge of that grand central elevation which separates the waters that flow N. W. into the German Ocean from those that flow N. into the Baltic, and S. E. into the Black Sea, was presented to view, beautifully executed. A dozen strokes made in the twinkling of an eye, represented the head waters of the great rivers which flow in different directions from that mountainous range; while the children, almost as eager and excited as though they had actually seen the torrents dashing down the mountain sides, cried out: Danube; Elbe; Vistula; Oder, &c.

"The next moment I heard a succession of small strokes, so rapid as to be almost indistinguishable; and, hardly had my eye time to discern a large number of dots made along the margin of the rivers, when the shout of—Vienna; Dresden; Prague; Berlin, &c, struck my ear.

"At this point in the exercise, the spot which had been occupied on the blackboard was nearly a circle, the centre of which was the starting point where the teacher first began. But now, a few additional strokes around the circumference of the incipient continent extended the mountain ranges outwards towards the plains—the children calling out, as before, the names of the countries in which they respectively lay.

"With a few more flourishes, the rivers flowed onwards towards their several terminations, and by another succession of dots, new cities sprang up along their banks.

"By this time, the children had become as much excited as though they had been present at a world-making. They rose in their seats; they flung out both hands; their eyes kindled and their voices became almost vociferous, as they cried out the names of the different places which, under the magic of the teacher's crayon, rose into view.

"Within ten minutes from the commencement of the lesson, there stood upon the blackboard a beautiful map of Germany, with its moun-

tains, principal rivers and cities, the coast of the German Ocean, of the Baltic and the Black Sea; and all so accurately proportioned that, I think only slight errors would have been found, had it been subjected to the test of a scale. A part of this time was taken up in correcting a few mistakes of the pupils; for the teacher's mind seemed to be in his *ear* as well as in his *hand*; and, notwithstanding the astonishing celerity of his movements, he detected erroneous answers and turned round to correct them.

"The rest of the recitation consisted in questions and answers respecting productions, climate, soil, animals, history, &c.

"Many cosmogonists suppose that, after the creation of the world, and when its whole surface was as yet fluid, the solid continent rose gradually from beneath the sea; first, the loftiest peaks of the Andes, for instance, emerged from the deep, and, as they reached a higher and higher point of elevation, the rivers began to flow down their sides; until, at last, the lofty mountains having attained their height; the mighty rivers, their length and volume; and the continent its amplitude—cultivation began, and cities and towns were built.

"The lesson I have described was a beautiful illustration of that idea, with one advantage over the origininal scene itself—that the spectator had no need to wait through all the geological epochs, to see the work completed.

"Compare the effect of such a lesson as this, both as to the amount of the knowledge communicated to the pupils, and the vividness, and, of course the permanence of the ideas obtained, with a lesson in which the scholars look out a few names of places on a lifeless atlas, but never send their imaginations abroad over the earth; and where the teacher sits listessly down before them to interrogate them from a book in which all the questions are printed at full length, to supersede, on his part, all necessity of knowledge!"

The foregoing graphic description may well make many of the present race of teachers deplore the deficiencies of their own education. For these, they are not to blame; and by these only, are many prevented from putting into practice their own theoretical convictions of what is right. The attention of the educational world is now directed to the advantages of object teaching for the young, and I hope, therefore, that the day is not far distant when outline drawing will be considered an important branch of general education, and, consequently, an indispensable qualification in every teacher.—*Ohio Ed. Monthly.*

TRUE education develops and directs the whole of the child's nature—the senses, the hand, the muscles, the head and the heart.

THE COLLEGE TO THE COMMON SCHOOL

Sendeth Greeting :

It hath often occurred to me, my much esteemed yoke-fellow in the cause of education, to say a few words to thee respecting a grave error which I have long observed in thee, and which I have long desired to bring in a friendly way to thy notice.

To open the subject before thee, let me entreat thy attention to the instruction contained in the First Corinthians, chapter twelve, wherein the Apostle setteth forth that every part of this our natural body hath its separate endowment and its diverse office, and that in a humble and contented discharge of its own duties, each part contributeth best to the decency and succor of the whole body. Now, as the Apostle applieth this truth to the spiritual body, which is the Church, so we may, in humble imitation of his wisdom, apply it to the body scholastic, whereunto also it hath very instructive analogies. God hath given thee thy work, and He hath given me my mine. *Why dost thou so incline to neglect thine own work, and to meddle with mine?* If thou thinkest thy work is not as honorable *to thee* as mine would be, that because thou art the foot, so to speak, thou hast less honor than the hand, I beseech thee to inquire whether thy conceit of thyself is not a very weak and childish one. At any rate, if thou thinkest to advance thine honor by scorning thine own work, and going about to do what thou wast never fitted for, what doest thou but assay to do with the feet what was intended for the hands, and so make thyself a laughing-stock? Thy true honor is shown in this, that I, whose work thou thinkest above thine, am so entirely dependent on thee that I can do nothing without thee, as indeed I am forward to confess at all times and everywhere. But to be plain with thee, my fellow-laborer, instead of the honor which thou mightest purchase to thyself by a faithful discharge of thine own duties, I daily hear much reproach cast upon thee for thy short-comings—nay more, I cannot but join in it myself, when I see how unwisely thou demeanest thyself. Canst thou not teach spelling and writing and grammar? Very many of the youth that come to me from thee cannot spell the whole of a single line fairly and properly, nor write as becometh those whose knuckles thou hast had for years within reach of thy ferule, nor construe a plain sentence in the vernacular tongue. What must I do? Must I go on to instruct these youth in the intricate doctrines of Greek syntax and guide them into the knowledge of Science and Philosophy, when they know not thy rudimentary table which beginneth with "Baker?" Or shall I put aside my own work, for which I have too little time at the best, and begin to teach them to spell, to write, and to do plain English grammar?

I do this, be it known unto thee, with every new band of youth that thou sendest me, being forced thereto by thy folly, but verily I think some bitter thoughts of thee, which I do believe to be justifiable.

I like not the comparative estimate which thou settest upon the various objects of study that thou commendest to the youth who resort to to thee. It seemeth to me that thou art privileged to confer the greatest of all blessings in the gift of our craft, when thou impartest the wonderful power to *read* the thoughts of others and to write one's own thoughts for other's reading. What a vast and rich continent of knowledge hast thou thus opened before those young minds! No subsequent acquisition, in thy gift or mine, is to be compared with this in magnitude and value. Thou hast made them free of the realm of thought! Henceforth the whole boundless universe is open to their adventurous journeyings, if they have a heart thereto. Canst thou not see that in teaching well that which is thy chief glory, thou gettest most honor to thyself? Dost thou not think it better for these youth, and therefore more creditable to thee, that they learn to read well, and to spell always correctly, and to write gracefully, than, at the expense of learning these poorly, that they learn something of Algebra and Physiology, also poorly?

Thou dost not bestow thy honors as do the public, whose servant thou art. Send one of thy younglings into the city to find employment, or bid him go for any purpose to any spot where sensible men will help him to measure himself wisely. Thou hast instructed him to say in commendation of himself: "I have surveyed the greater part of the field of knowledge. I have gotten, as I may say, *totum scibile.*" What answer, thinkest thou, will he get? "Sayest thou so, indeed, modest youth? Let me hear thee read a chapter from Bible. Is that slovenly scrawl thy handwriting? And spell they so, when they have gotten *totum scibile?* I had rather thou hadst come to me without any of thy vain smattering of things far beyond thy capacity, and hadst been able to show a decent proficiency in thy rudiments. Go back, forget thy learned crudities, and betake thyself to thy neglected elements."

Above all, when thou art preparing a youth for higher studies, I marvel that thou shouldst so neglect to do well the fundamental work which belongs to thee. It is a sad sight and a sorry work, believe me, when the joiner has to throw down the tools appertaining to his own handicraft, and take the trowel and go down to patch up a foundation which the careless mason has left unfit to support the superstructure. It is a sorry work for me, finding that thou hast laid thy foundation badly, to be always striving to chink it up, for I confess to thee that I think myself but indifferently well qualified to do thy work, and certes my inclination thereto is not good.

Wilt thou accept counsel from me? Teach reading—and see that thou teach it *well*. Teach writing, teach spelling—*well*. Now thou hast done a good work. No man shall say thou art not worthy of honor for it. Have the youth any time left? Teach them Numbers, and Geography, and Grammar—*well*. But be sure that all this while they are learning to read and write *better*. Would the good youth still go on? Get thee an upper grade, and let them learn the higher principles of Numbers and Quantity, the mechanism of the human body, the history and polity of the land. But by no means let them forget or neglect their reading, their writing, and their spelling, in whatsoever grade of thine they may be, and I will take care that they do not when they come to me. Farewell. —M. H. B. *in Vermont School Journal.*

MATHEMATICAL DEPARTMENT.

MR. EDITOR:—I beg leave to present the following mode of solution, applicable to a certain class of simple equations involving two unknown quantities. I devised this mode several years since, and have uniformly taught it to the classes which I have instructed. As I have never seen anything like it in any of the numerous text books upon Algebra, I may perhaps claim it as "something new."

Given $19x + 21y = 99$ - - - (A)
and $21x + 19y = 101$ - - - (B)
To find the values of x and y.

Add together the two equations; we have $40x + 40y = 200$; divide by $40, x + y = 5$ - - - - (C)

Subtract (B) from (A); we have $2x - 2y = 2$: divide by $2, x - y = 1$ - - - (D)

Add together (C) and (D); then $2x = 6$, or $x = 3$.

Subtract (D) from (C); then $2y = 4$, or $y = 2$, which are the required values. This method is applicable to all equations where the coefficient of either unknown quantity in one equation is the same as that of the other unknown quantity in the other equation, and *vice versa*. The value of this method will be readily seen by any one who will take the pains to compare it with either of the methods of elimination given in the books. J. A. BADGER.

Whitewater.

Solution of Problem 2.—$\frac{3}{4} + \frac{9}{10} + \frac{13}{20} = \frac{46}{20}$ = double what all are supposed to do.

$\frac{22}{20} - \frac{3}{4} = \frac{8}{20}$ = what C is supposed to do.

$\frac{23}{20} - \frac{9}{10} = \frac{5}{20}$ = what B is supposed to do.

$\frac{23}{20} - \frac{15}{20} = \frac{10}{20}$ = what A is supposed to do.

$8 + 5 + 10 = 23$ = sum of numbers expressing ratio of shares.

$$\left.\begin{array}{l} \$26.45 \times \frac{8}{23} = \$\,9{,}20 = \text{C's share.} \\ \$26.45 \times \frac{5}{23} = \$5.75 = \text{B's share.} \\ \$26.45 \times \frac{10}{23} = \$11.50 = \text{A's share.} \end{array}\right\} \text{Ans.}$$

Plymouth. S. LITTLEFIELD.

Solution of Problem 6.—Let it be granted that the center of gravity of a cone is in a line drawn from its apex to the center of its base, at $\frac{1}{4}$ its length from the base, and that a line drawn from the center of gravity to the point of suspension is perpendicular to the horizon.

It is plain that the base of a right cone makes the same angle with a perpendicular that the axis makes with the horizon. Draw a diagram as follows: Put A at the apex, B center of base, C center of gravity, D point of suspension, and draw AB, AD, DC and DB. Now with D center, and DB radius, BC is the tangent of the angle $BDC = 10°$, and BA is the tangent of BDA. BA is 4 times BC, and 4 times the tangent of 10° is the tangent of 35° 11′ 44.″ Knowing the side $AD = 14$ in. and the angle BDA we find $AB = 8.067$ in. = perpendicular of cone, and $DB = 11.44$ in. = radius of the base. S. LITTLEFIELD.

Solution of Problem 7.—$(1 + 2 + 3 + - - - + n^2)\left(\frac{n(n+n\,1)}{2}\right)^2$.

$1^3 + 2^3 + 3^3 + - - - + n^3 = \left(\frac{n(n+1)}{2}\right)^2$. $\therefore$ $(1 + 2 + 3 + \&c.)^2$ $= 1^3 + 2^3 + 3^3 + \&c.$ L. C.

Solution of Problem 8.—The first note amounts to \$171 due in 2 years, the second to \$256 due in 4 years. Let x = rate required. Then $\frac{171}{(1+x)^2}$ = present worth of first note; $\frac{256}{(1+x)^4}$ = present worth of second note. By conditions $\frac{171}{(1+x)^2} + \frac{256}{(1+x)^4} = 290$.

Clearing of frac. $171(1+x)^4 + 256(1+x)^2 = 290(1+x)^6$.

Div. by $(1+x)^2$ $171(1+x)^2 + 256 = 290(1+x)^4$.

Transposing, $290(1+x)^4 - 171(+x)^2 = 256$.

Dividing, $(1+x)^4 - \frac{171}{290}(1+x)^2 = \frac{256}{290}$.

Completing sqr. $(1+x)^4 - \frac{171}{290}(1+x)^2 + (\frac{171}{580})^2 = \frac{326301}{336400}$.

Extr. root and transposing, $(1 + x)^2 = \frac{171 \pm 571.1400879}{580}$.

$$\text{or } (1 + x)^2 = 1.2795518.$$

$$(1 + x) = \sqrt{1.2694518} = 1.13117.$$

$$x = .13117 \text{ or } 13\tfrac{117}{1000} \text{ per cent.}$$

At simple interest the present worths and conditions are

$$\frac{171}{1 + 2x} + \frac{256}{1 + 4x} = 290.$$

$$256 + 512x + 171 + 684x = 290 + 1740x + 2320x^2$$

$$2320x^2 + 544x = 137.$$

$$x = .1525683 \text{ or } 15\tfrac{25683}{100000} \text{ per cent.}$$

S. LITTLEFIELD.

CORRECTION.—In the solution of problem 3, fith line from the first, $m^1 < m$ should be $m^1 > m$. Also in the solution of problem 5, fourth line from bottom of page, $x - \frac{21}{100}x$ should be $x + \frac{21}{100}x$, and in the same solution $x + y + Z = 7348$ instead of 7448.

Problem 17.—Find the least common multiple of 12. 30, 45, 48, 80, 120 and 135, by the shortest possible method, and give explanation.

Problem 18.—Required an explanation of the rule for finding the least common multiple of fractions.

Problem 19.—In how long a time will 7 per cent. compound interest be equal to 10 per cent. simple interest?

Problem 20.—During a shower of rain, a cylindrical pail, standing perpendicular to the horizon, was filled ¼ full of water. How much water would have fallen in the pail had it stood inclined 45 degrees; its diameter being 6 inches, and altitude 8 inches?

P. BRONSON.

Wyocena.

THE HORSE QUESTION.—Of the various solutions furnished, all of which reached the same result, we give the following as the most concise, and insert it here as the most appropriate place. RES. ED.:

A man bought a horse for $250, what must he ask for him, that he may take 10 per cent. less than he asks, and yet gain 15 per cent.? Having paid for his horse $250 and gained 15 per cent. he sold him for $250 + (15 per cent. of $250) = $287.50, which is 10 per cent. less than, or 90 per cent. of asking price; therefore $287.50 ÷ 90 per cent. = $319.4-9 = asking price.

A TEACHER.

West Green Lake.

GRADATION AND COURSE OF INSTRUCTION FOR COMMON SCHOOLS.

MR. EDITOR.—In our last article we endeavored to set forth some of the advantages of a general system of gradation &c., for our common schools; in our present, we will attempt to show the plan of classification, and the subjects to be taught and method of teaching, for the first grade.

We have endeavored to present a plan equally applicable to all schools —as well for cities and villages as the country. Were we preparing a plan merely for the country, we should present one somewhat different, but as the great benefit of the system must arise from its general application, we have modified it to suit the case in hand.

We only promise the best we can do; we hope to call forth attention and discussion, and that its subject may be one of the leading topics for consideration at our next State Teachers' Association.

We propose an indefinite number of grades and two classes for each grade, with probably two divisions in each class in most city schools.

Pupils in the first grade should be required to bring a slate and pencil and such objects for mathematical instruction, &c., as the teacher may determine, but should be allowed no books.

STUDIES FOR CLASS A, GRADE 1ST.

Language, Arithmetic and Geography, with appropriate object instruction in each.

In Language the class should learn fifty words as follows:

1. To pronounce them distinctly at sight;
2. To print them rapidly upon the slate;
3. To name readily in any order the letters that compose them;
4. To spell them by the name of the letters;
5. To spell each by the sound of the letters;
6. To use each in sentences of the pupil's own construction.
7. To comprehend many peculiarities of the objects and other ideas represented by these words, taught by familiar conversations of the teacher with the pupils.

In Arithmetic the class should learn to comprehend the numbers from one to fifty as follows:

1. To count the number forward or backward;
2. To add one to, or subtract it from any number, from one to fifty;
3. To make any number of marks on the slate or black-board from one to fifty;
4. Using objects, to separate any number into its parts and show how

many units in a part, or how many parts there can be with a given number of units, as for example, place 24 in six divisions and count the number in each division, or put four objects in a division and see how many divisions there will be, and so with each number as they proceed.

In Geogtsphy, the class should answer some fifty questions in reference to the points of compass:

1. Which way is north, south, east, west, north-west, north-east? &c., making eight questions.

2. What is the direction to the different parts of the school-room? making eight more.

3. What is the direction to places or objects at a distance without the school-room? making also eight.

4. Which way does the sun rise? which way is the sun at noon and night? and which way is your shadow in each case? making six.

5. Place your face toward the north, which way is your right hand? left? back? toward the north-east, which way is your right hand? left? back? and thus with the eight directions, making twenty-four questions, and in all more than fifty.

METHOD OF GIVING INSTRUCTION THE FIRST DAY.

We suppose the pupil when he first reads will use McGuffey's First Reader; but if any other series is chosen the primer should be first read:

1. The class stands before us. The teacher converses and asks questions concerning the ox, (any other fit word and object may be selected) shows the class the picture of an ox and draws a rough sketch upon the board, and finally asks the class, and also each member separately, to pronounce the word, repeating it many times.

2, The class is asked if they would like to put the word upon the slate. The teacher prints it upon the board and the pupils immediately upon the slates. Of course it will be all sides up and all sides before, but this in a measure can soon be corrected.

3. The teacher tells the class the names of these little marks (*o x*) and shows the class how to make each.

4. The class spells the word in concert, and individually (by the names of the letters);

5. Then the class spells, in concert aad separately, the word by sound; as o–k–s, and this must often be repeated, and at first, will require patience and skill on the part of the teacher.

6. The teacher makes several simple sentences, each containing the word ox, and requires the pupils to imitate.

7. The teacher converses a moment about the habits, color, shape,

&c. of the ox, and leaves the subject, but before dismissing the class, introduces the remaining two subjects.

ARITHMETIC.

The teacher brings forward many things but as individuals; one finger, one book, one eye, one pupil, one house, &c. and requires the same of the pupils.

GEOGRAPHY.

Teacher.—Which way is north; pupils all point with full length arm. Face the north. Put your right shoulder to the north, your left, your back, &c. Fifteen or twenty minutes at most is all that need be required for this, perhaps most difficult lesson of a whole course of education. This class should be the first called in the morning, while older pupils are studying. As soon as possible during the forenoon, this class should be again called and in five minutes at most, the same reviewed; after which the class should be called often and the same reviewed, not requiring each time more than two or three minutes. The picture of the ox and the word should be kept on the board, and the pupils should be induced to copy both as many times as possible during the day, especially the word.

SECOND LESSON.

The teacher should select some proper word, as "fox" and proceed in the same manner as with "ox" in the first lesson. By selecting this word we have but one new letter and one new sound.

For the recitation in arithmetic introduce the number two, show that it is composed of one and one, and exhibit many things as units and pairs of units. Ask many questions, as follows, how many heads has a boy? how many hands? how many eyes has an ox? how many fore feet? hind feet? how many ears has a fox, &c. &c.

For the recitation in geography, review the former questions in regard to north and ask similar questions in regard to south.

To continue the lessons in language, the teacher would do well to select such a word as "box" and for the next "ax," thus adding daily but one new sound and one new letter.

The words should be left on the board until at least ten have accumulated and all should be daily reviewed until the first are familiar, then as one is added to the last end of the list, one may be dropped from the first part and only now and then reviewed to keep them clearly in memory.

First, nouns should be selected, aftewards verbs, adjectives and such other words as may be found in the first part of the reader.

To continue in arithmetic, let each pupil bring daily some convenient object, as a kernel of corn, a pea, a bean or a pebble, and when he has

three let him see that it is composed of one, one, and one; of two and one, of one and two; that it may be divided into three eqral parts; that if one is taken away two will be left, and if two are taken away only one will be left. Proceed with four in the same manner, showing how it may be divided into four equal parts, and also into two. Continue especially the exercise of dividing numbers into equal parts; for example, twelve may be divided into two equal parts by arranging the objects in two places, putting one in the first, one in the second, one in the first, one in the second, &c., until all the objects are used, then by counting one division, the result will be obtained. Numbers may be divided into two, three, four, five &c. parts in this way.

When the fifty words, fifty units and fifty questions in geography are thus completed, the class is prepared to take up the studies of Class B, Grade 1st.

The class having now learned the names of all the letters and most of the sounds, should commence with two words at a lesson and in fifty lessons learn one hundred new words in the same manner as in Class A.

In Arithmetic they should commence again with unity and bring two objects daily and proceed during the term to a hundred, and with the same thoroughness as before.

In Geography, fifty more questions should be answered and thoroughly understood, all in regard to distance; ten answers to be given in inches ten in feet, ten in rods, and twenty in miles and parts of miles. For answers in inches: how long is your slate? how wide? &c., for answers in feet, how long is this room? how wide? &c.; for answers in rods, how long are the school-house grounds? how wide? for answers in miles, how far is it to such and such places most familiar to the pupils, and distant from the school-house, from a quarter of a mile to perhaps at farthest, a hundred.

When these pupils can pass a thorough examination and prove themselves familiar with the studies of Classes A and B, they are prepared to commence the studies of grade second. A. P.

Horicon, Wis.

A discovery, it is said, has been made in Russia, whereby the mercury used in the manufacture of looking-glasses may be so hardened as to bid defiance to humidity, friction, or blows. The plate-glass thus prepared may be transported without fear of danger.

People dishonest enough to repudiate all other debts, are always honest enough to pay a debt of revenge.

EDITORIAL MISCELLANY.

TOWNSHIP SYSTEM.

The article upon this subject, from the Report of the State Superintendent, is from the pen of his Assistant, Mr. Craig. We bespeak for it a careful attention, as discussing the subject in a plain, practical and most convincing manner. Although there might be some little difficulty in adjusting the details of the change, when once well made and fairly inaugurated, every intelligent person will wonder why it was not made before, and we sincerely trust that the approaching session of the Legislature will not close without the enactment necessary to give us this boon. We know of no good reason for delay, while the reasons for action are patent upon every page of Mr. Craig's timely contribution to the work.

COURSE OF STUDY.—Mr. Pickett continues his articles on this subject, which we trust will arrest the attention of our prominent teachers generally. We do not suppose that any system could be generally adopted, except as the result of a harmonizing of views and a concert of action, but our correspondent is practically at work opening the way, and in the meantime it will be quite safe for any teacher who is without clear views and a settled method, to follow the course indicated. We hope to hear from others.

NEW COUNTY SUPERINTENDENTS.—NOTICE.

We are requested by the State Superintendent to ask that where it has not already been done, the names of the newly elected County Superintendents may be sent in to his office without delay, either by themselves, or by their predecessors in office who may receive this number of the Journal. The Post Office address should also be given. The list as received to this date is not nearly complete. In addition however to those named last month we learn that the Superintendents of the following counties are continued in office: Columbia, Green Lake, Jackson, Kewaune and Wood; and the following are among the new incumbents: James A Wilson, Ashland; E. Hicks, Brown; John S. Dore, Clark; A. B. Prentice, Dane, 1st District; T. Steele, Dodge, 1st District; H. M. Parmlee, Dodge, 2d District; —— Hall, Eau Claire; J. N. Cundall, Fond du Lac; D. G. Purman, Grant; J. K. Purdy, Jefferson; —— Kenyon, Juneau; R. Graham, Kenosha: F. A. Moore, La Crosse; G. W. Lee, La Fayette; J. A. Anderson, Monroe; A. B. Driscoll, Outagamie; A. C. Whitford, Rock, 1st District; H. A. Richards, Rock, 2d District; A. H. Weld. St. Croix; H. Forbes, Sheboygan.

Mr. LUSK.—The biographical sketch in this number, from the pen of Mr. Spencer, was sent to us by one who knew the subject of the notice well. It appeared originally in an Ashtabula Co. (O.,) paper.

☞ The office of the *Journal of Education* will hereafter be at the residence of the Editor, near that of Judge Vilas, on Fourth Lake Ridge.

WISCONSIN SCHOOL STATISTICS.

The Summary of Statistics this year from the State Superintendent's Report is more full and varied than heretofore, and by comparison with those of former years, will suggest many interesting and encouraging facts in regard to our Public Schools. We shall be able to notice the Report next month. It is new going through the press.

Number of counties reporting	5
Number of towns reporting	771
Number of towns not reporting	1
Number of whole Districts	3,383
Number of parts of Districts	1,842
Number of districts reckoning 2½ parts as equal to one whole district	4,708
Number of districts not reporting	161
Number of parts of districts not reporting	122
Whole number of districts unreported	215
Number of Male children between 4 and 20 years of age	164,100
Number of Female children between 4 and 20 years of age	156,865
Total number of children between 4 and 20 years of age	320,965
Excess of Males over Females	7,235
Increase since last report	12,309
Number of districts maintaining school more than one term	3,368
Number of Male Teachers employed during winter term	1,812
Number of Female Teachers employed during winter term	2,531
Number of Male Teachers employed during summer term	353
Number of Female Teachers employed during summer term	3,765
Number of different persons employed in teaching during the year	7,403
Number of Teachers who have had experience as Teachers previous to this year	5,976
Number of pupils registered during winter term	170,566
Whole number of days' attendance during winter term	8,014,444
Number of pupils registered during the summer term	144,626
Whole number of days' attendance during summer term	5,776,285
Number of pupils attending during the year	215,163
Whole number of days' attendance during the year	13,790,729
Average length of Winter Term, days	61
Average length of Summer Term, days	59
Number of days' possible attendance	21,275,361
Number of days' actual attendance,	13,790,729
Percentage of attendance upon number registered,	65
Percentage of attendance upon number entitled to school privileges	42
Number of children under 4 years of age who have attended school	1,837
Number over 20 years of age who have attended school	1,443
Number of select and private schools,	220
Number of pupils reported attending the same	10,440
Average wages paid Male Teachers per month during winter term	$26 56
Average wages paid Female Teachers per month during winter term	17 62
Average wages paid Male Teachers per month during summer term	30 04
Average wages paid Female Teachers per month during summer term	16 27
Average wages per month paid Male Teachers	27 11
Average wages per month paid Female Teachers	16 81
State Fund apportioned during the year	135,761 96

Tax levied by County Boards	$128,174 42
Tax levied by towns	67,893 47
District Taxes for Teachers' Wages	334,446 85
District Taxes for School Houses	73,755 37
District Taxes for Maps, Charts, &c	2,446 75
District Taxes for other purposes	73,082 14
Total amount of taxes raised	679,798 94
Total amount of money expended for school purposes, to be diminished by amount of delinquent tax returned	815,458 93
Number of Stone School Houses,	183
Number of Brick School Houses,	192
Number of Frame School Houses,	2,495
Number of Log School Houses,	1,298
Total number of School Houses,	4,168
Number of School House Sites containing less than one acre,	3,327
Number of School House Sites uninclosed,	3,106
Number of School Houses without Outline Maps,	3,078
Number of School Houses without Black-boards,	493
Total valuation of School Houses,	$1,326,753 00
Average valuation of School Houses,	318 00
Highest value of any School House,	38,000 00
Lowest value of any School House,	03
Number of district libraries,	779
Number of volumes in the same,	34,359
Number of volumes purchased this year	783
Number of volumes loaned this year,	16,362

Levis, in Clark county, is the only town unreported this year. Last year two towns were not reported, and in 1861 five were delinquent.

SUBSCRIPTIONS TO THE JOURNAL.

Several of our readers, Superintendents and others, have failed to observe the notice twice given, that subscriptions to the Journal cannot be taken to extend beyond the close of the volume, in June next. The continuance of the Journal beyond that time is uncertain; and then we did not originally purpose to furnish it at 60 cents longer than "during Vol. VIII," and since the postage revolution, can by no manner of means afford it another year. Those therefore who have sent us sixty cents, and requested that the Journal may be sent "commencing with January," are our creditors for thirty cents. We will send the back numbers, or return the money, as may be preferred. If we hear nothing from those who have made the mistake before the close of the month, we will send the back numbers, which we really think are worth more than the money to *them*, although, having a good many back numbers on hand, *we* naturally prefer to keep the three dimes. And now friends don't send sixty cents unless you want the whole volume, commencing in July last. For thirty cents we will still send the [illegible] half volume.

Conversation.—The first ingredient in conversation is truth; the next is good sense; the third, good humor; and the fourth, wit.—*Sir William Temple.*

COUNTY SUPERINTENDENTS' DEPARTMENT.

The communication below, from an intelligent and working Superintendent, contains a good suggestion. That which interests the Superintendents, interests all others who read the Journal, and we shall be happy to give a reasonable space to such a Department. One is maintained we observe, in the Indiana School Journal

Mr. EDITOR:—Should the following suggestion meet with your approval, please give it circulation through your Journal, and request the County Superintendents to respond, if they favor and will help the measure.

The suggestion is this: That a COUNTY SUPERINTENDENTS' DEPARTMENT be established in the *Journal of Education*. County Superintendents are isolated, seldom meet more than once a year, and, I am sorry to say—but few comparatively are found present on that occasion. We need some medium through which we can disseminate our plans of operation and the means by us employed to accomplish the end intended. Thus each would enjoy the benefit of others experience.

I think this might be of great service, not only to the Superintendents themselves but to the teachers and patrons. Would it not add a new and valuable feature to our now highly esteemed Journal and thus increase its usefulness, and extend its circulation? A COUNTY SUPERINTENDENT.

MATHEMATICAL.—All communications relating to this Department should be addressed to the Mathematical Editor, L. CAMPBELL, Door Creek, Dane Co., Wis. Our Jefferson correspondent will find an answer to the "horse question" appended to that Department for this month.

BELOIT COLLEGE.—The Catalogue for 1863–4 shows a total of 63 students connected with the College proper, (12 of whom are at present in the army), and 116 in the Normal and Preparatory Departments. Deducting 11 twice numbered, there are 198 students connected with the institution. The thirteen classes graduated embrace a total of 86. Very few Honorary Degrees have been bestowed—among which we are agreeably surprised to see no D. D.s,—an indication that the college does not purchase favor by this species of manufacture.

THE RIGHT WORD IN THE RIGHT PLACE; a New Pocket Dictionary and Reference Book. By the author of "How to Write," "How to Talk," etc. New York: Fowler & Wells, 308, Broadway. 219 pp., 18 mo.

This book embraces copious lists of Synonims, Technical Terms in thirty-two arts and sciences; Abbreviations and Foreign Phrases; also chapters on Punctuation, Writing for the Press and Proof Reading, and some hints on Pronunciation. A good book for teachers, students and the general reader, and especially for those who have occasion to speak, or write for the public.

GREEN LAKE CO.—An Institute was to be held for this county in the holidays, at Princeton.

COMMERCIAL EDUCATION.—Messrs. Bryant, Stratton & Spencer's Commercial College, opened last season in Milwaukee under the care of Mr. R. C. Spencer, is we understand progressing favorably.

—Mr. P. J. Roche continues his English Mercantile and Mathematical School, on Lyon Street, assisted by Mrs. Roche in the Second Department.

NORMAL.—About 120 pupils are under instruction in the Normal Department of the University this term, 80 of them young ladies. Some of the young gentlemen belong to the Preparatory Department.

MADISON.—The High School, re-opened the past Term under Mr. F. B. Williams, gave a pleasing literary entertainment at the close. We understand the schools of the city generally are reported as in an improving and encouraging condition.

PERSONAL.—W. H. Palmer has removed from Patch Grove to Platteville; H. W. Glazier from Sextonville to Boscobel; Miss S. R. Clark from Boscobel to Johnstown; J. H. Terry from Muscoda to Spring Green, where he is in charge of the "Spring Green Institute." Mr. Terry is a graduate of the N. Y. State Normal School. —— W. O. Butler, recently at Mayville, is teaching on his old ground at Plymouth.—— M. Fellows, lately in charge at Juneau, is now at Hartford, assisted by R. F. Coughlin. These three last named gentlemen were all called to shoulder the musket. —— J. W. Farrell is Principal at Two Rivers. —— H. N. Strong, at the age of 58, is teaching a school in Grant county, formerly taught by his son, now in the army. —— A. B. Prentice, Co. Supt. elect for Dane county, 1st District, is also elected by Uncle Sam. —— A. H. Weld, elected for St. Croix county, is the author of "Weld's Grammar."

THINGS ABROAD.

Have been rather neglected of late. We glance at some of the sister States:

MINNESOTA.—The State Association met at St. Paul in August, and judging by the Report, had a spirited, working and profitable session. Its Constitution and By-Laws are an improvement we think, upon our own. Resolutions were passed in favor of restoring the State Superintendency as a distinct office (it being now devolved upon the Secretary of State); the appointment of local superintendents for each judicial district of the State; and appropriations to revive and continue the Normal School at Winona, and the foundation of others. Our Minnesotian friends are working well and wisely, and we wish them abundant success. The little paper, entitled the "School Friend," and issued quarterly at Hastings, by Prof. T. F. Thickstun, of the Central University, and President of the Association, is what its name imports, and its editor an earnest friend of education. We hope Minnesota may soon have monthly Journal.

IOWA.—The consolidation of the "Journal" and "Instructor" in one publication did not it seems insure perpetuity, and we are therefore without the usual means of knowing what our other near neighbor on the west is doing for educa-

tion. With a School System whose frame-work is better than that of our own, Iowa should be and we think is making progress. We hope soon to chronicle the re-establishment of an educational organ within her borders. The editor of the Pennsylvania *School Journal*, who has recently been on a visit to the State, says the Institutes of the past season "were numerous and successful."

ILLINOIS.—The Association meets at Springfield, about this time (Dec. 29). The late senior editor of the *Teacher* has resigned, and with the opening of a new volume, for 1864, the publication passes under the management of the junior editor, S. A. Briggs, Chicago. To furnish 40 pages of matter it is found necessary to raise the price to $1.25. It is still published at Peoria. The *Teacher* is one of our most valued exchanges.

INDIANA.—The Association meets during the holidays, at Indianapolis.——The Trustees (Town School Officers) have to some extent adopted the plan of holding county meetings for mutual consulatation.—— The N. W. C. University, at Indianapolis, and of which J. W. Hoss, Editor of the School Jonurnal is one of the Professors, announces its readiness to afford instruction gratuitously to young men disabled in the service of their country.

MICHIGAN.—Here too the late "Journal of Education" is still we believe in a state of suspense, but soon we hope to be awakened into new life. The last meeting of the State Association held at Detroit, as we gathered from the papers was well attended and profitable. Prof. Sill, late of the Normal School at Ypsilanti, is now Superintendent of Schools in Detroit. The University is flourishing and well attended, the Catalogue for 1862–3 enumerating 270 Academical and 345 Professional Students; while the income is now $40,000 per annum. The attendance is still larger this year, upwards of 700 having recently joined in disavowing the action of some 30 or 40 who expressed sympathy with the exile from Ohio who "waits and watches" over the border.

OHIO.—C. W. Cathcart, late acting State Commissioner of Schools, having been arrested for alleged complicity with the plan to liberate the rebel prisoners at Camp Chase, Ohio, has very properly resigned and E. E. White, editor of the Ohio *Educational Monthly*, has been appointed to fill the vacancy. Brother White will we doubt not make a capital Commissioner.

NEW YORK.—Each School Commissioner (County Superintendent) is authorized by order of the Superintendent of Public Instruction, to send the names of six inexperienced teachers, who will thereupon be entitled to receive the "New York Teacher," for one year, at the expense of the State. As there are, it is believed, 100 Commissioners in New York, this places the State Educational Journal in the hands of 600 of the persons who need it the most.—*Pennsylvania School Journal.*

—The magnificent People's College at Havana, will open its first term in April next. The courses of study and list of professorships are the most varied and

extensive of any college in ihe country. Provision is made for a Normal Course. So much of the proceeds of the 990,000 acres of land granted to the State by Congress for Agricultural and Industrial purposes as the Regents of the University deem expedient will be devoted to this new college, which will have the most ample provision for industrial instruction of any institution in America.

PENNSYLVANIA.—This State, which is not given to sudden changes, is moving along steadily, under her well compacted system, and her new State Superintendent, C. R. Coburn. A Convention of County Superintendents is to meet at Harrisburg, on the 12th inst.

—The veteran editor of the *School Journal*, Hon. T. H. Burrowes, announces the completion of twelve years of uninterrupted editorial labor, and makes an appeal for an enlarged subscription that the Journal may not be raised in price.

CONNECTICUT.—The last State Association had the large attendance of 300, and discussed: "The Bible and Religious Education in Schools," and "To what extent should teachers render help to their pupils." The *School Journal* is suspended we learn, for the present.

RHODE ISLAND.—The *Schoolmaster* has completed its Ninth Volume, and is one of the best of the educational Journals. —— The Normal School has 43 pupils and has in five years sent out 571 teachers. —— The Institute of Instruction or State Association, which meets we believe more frequently than once a year, held its last session at Westerly, and was addressed, among others by Dr. Barnard, the founder, it may be said, of the school system of Rhode Island. This little State, with its small territory and well-worked system, is a type of one of our prospective "Normal Districts," with its Superintendent, Normal School, Association, &c.

MASSACHUSETTS.—Dr. Lewis's Normal Institute for Physical Education commences its next session on the 4th inst. —— In Boston, the Public Schools are so far advanced in excellence that out of 43,000 school children, they instruct 42,000, and only 1000 are non-attendants upon any school.

VERMONT.—The last Report of Hon. J. S. Adams, the Secretary of the Board of Education, among other things, recommends the consolidation of the Colleges of the State, and Graded Schools. The Legislature has restored an appropriation of $30 to each Institute held.

NEW HAMPSHIRE.—Here the last Report of the Board or Education recommends the revival of Teachers' Institutes, which had fallen somewhat into disfavor, the establishment of Normal Schools and provision for supplying the children of indigent or neglectful parents with suitable school-books. The *Journal of Education* is still in a state of suspended animation—not we hope to be of long continuance.

MAINE.—The Legislature has authorized the establishment of two Normal Schools, and that for the western division of the State has been located at Farmington on condition that buildings shall be ready by the 15th of August next.—The State Superintendent, Hon. E. P. Weston, recommends the formation of a "Scholars' Patriotic League," in each school, town and county, under military forms of organization. — Some of the Academies are requiring the examination of pupils before admission.

LOWER CANADA.—The Report of the Superintendent, Hon. P. J. O. Chauveau, for 1862, has been received. In urging again the pressing need of more grants for educational purposes, the Report very properly says: "No expenditure is of itself more productive as regards the public revenue, than that incurred in public instruction. When education is disseminated among all classes of society, the productive resources of the country are better developed, and while it gives to man new wants and the opportnity of satisfying them, it doubles the revenues of the State derived from trade and industry." The abolition of the office of School Inspector is earnestly deprecated, as most disastrous to the interests of the schools. Provision is made in this Province for superanuated teachers.

SCHOOL GOVERNMENT.—Mr. Atwater informs us that he intends to get out an edition of his Cards for the summer campaign more beautiful than ever. In the mean time we have a few sets to send with the Journal, which will soon regulate a noisy and unpunctual school.

WOOD CO. AHEAD.—Dr. Witter having sent in nine additional names, doubling the number and making two-thirds of the twenty-seven reported as teachers for 1862, Wood county is again entitled to the Banner. We understand that every teacher now actually employed in the county is a subscriber. Waupaca must look to her laurels.

RACINE.—The Catalogue of the Racine Public School Library shows a total of 1539 volumes, arranged in the several Classes of History, Biography, Voyages and Travels, Science and Art, Poetry, Literature, Juvenile Works and Public Documents; together with 41 Maps and Charts. The selections are judicious, the Regulations admirable, and the Library altogether such as might be expected in connection with the excellent public schools of the city.

THE LARGEST CITY IN THE WORLD.—A very erroneous idea is indulged in by many people in regard to the largest city in the world—many confidently asserting that London, or, as it is frequently termed, the great Metropolis, is far superior both in size and number of inhabitants. But such is not the case. Jeddo, the capital of Japan, is, without exception, the largest and most populous city in the world. It contains the vast number of one million dwellings, and five million souls. Many of the streets are nine Japan seris in length, which is equivalent to twenty-two English miles.

GOOD NEWSPAPERS.

Newspapers have much to do with the domestic education of a family. It is a matter of no little importance therefore that they be wisely selected. Of all the great leading newspapers, we know of none that we can more heartily commend than the NEW YORK EVENING POST. With an existence of sixty years, and a solid and established reputation, it is the tool of no party, and its comments on public affairs are always moderate, candid and instructive, while its literary features are of a refined and elevated character. To those who do not like the flippant self-conceit, the undiscriminating partizanship, the noisy and self-asserting patriotism, or the literary extravagance and namby-pambyism of some of our popular sheets, we can commend the *Post*. We think the Weekly or Semi-Weekly will suit the wants of a large number of intelligent families and teachers. For Prospectus, and Terms of the several editions, see the Advertisement.

☞ Our readers will do well to notice especially the Terms to Clubs—4 for $5.

AMERICAN JOURNAL OF EDUCATION.—The contents for the December number are: Portrait of Capt. Alden Partridge; United States Military Academy at West Point; Alden Partridge—Memorial to Congress on the subject of the Military Academy at West Point; Military System and Education in Switzerland; Staff School in System of Military Education; The State and Education, *2d article*; History of Common Schools in Connecticut—*continued;* Schools as they Were Sixty Years Ago; Normal Schools or Teachers' Seminaries; Francis Wayland, with Portrait; Intellectual Education—its Object and Methods; School Architecture; Index to Volume XIII, or New Series, Vol. III.

THE AMERICAN JOURNAL OF EDUCATION, for 1864, will be published on the 15th of March, June, September, and December, on the following

TERMS: For a single copy, one year, *if paid before March* 15 ..... $3.00
For a single number, ... 1.00
For five copies in one order, for the year, ... 12.00

☞ All subscriptions payable in advance. ☞ All communications relating to the Journal, should be addressed to HENRY BARNARD, Hartford, Ct.

ATLANTIC MONTHLY for January, will contain, among other articles, a Christmas story by the author of "Life in the Iron Mills"; a paper by O. W. Holmes, on Henry Ward Beecher, whom he calls "The Minister Plenipotentiary"; three cantos of Dante's "Paradise," translated by H. W. Longfellow; Mrs. Stowe's initial chapters of "House and Home Papers," by Christopher Crowfield; a poem by W. C. Bryant; a tribute in verse to the late Colonel Shaw, by J. R. Lowell; "My Book," a brilliant essay, by Gail Hamilton; a graphic story by Miss Prescott, and "External Appearances of Glaciers," by Professor Agassiz. The political article is "A Greeting for the New Year," by W. Hazewell, showing what has been done by the loyal army and navy during the past twelve months. The number cannot but be a very attractive one, and commences a new volume. Now is the time to subscribe.

ARTHUR'S HOME MAGAZINE FOR 1863. Edited by T. S. Arthur and Virginia F. Townsend. Volumes XXIII and XXIV.

The Home Magazine for 1864 will be conducted in the same spirit that has distinguished it from the commencement; and continue to unite in one periodical the attractions and excellencies of both the Ladies' or Fashion Magazines, as they are called, and the graver literary monthlies. The arrangements of the publishers for the coming year include three Original Serial Stories, written expressly for the Home Magazine. One of these will be by Miss Virginia F. Townsend, and commence in the January number. Another will be by T. S. Arthur. The third from the pen of Mrs. M. A. Denison, a writer who has been a favorite with with the public. Besides these a large corps of talented writers will continue to enrich the Magazine with shorter stories, poems, essays, and sketches of life and character, written with the aim of blending literary excellence with the higher teachings of morality and religion. Engravings appear in every number, including choice pictures, groups and characters, prevailing fashions, and a large variety of patterns for garments, embroidery, etc.

The premiums offered for getting up clubs for 1864 are large and beautiful photographs of "Evangline," and "The Mitherless Bairn," Two Dollars a year in advance; two copies $3; three for $4; four for $5; eight, and one to getter up of club, $10; twelve, and one extra, $15; seventeen, and one to getter up, $20. Address T. S. Arthur & Co, 323 Walnut street, Philadelphia.

BEADLE'S DIME SPEAKERS AND SINGING BOOKS.

We have not seen these books, advertised on a subsequent page, but we know that "Beadle's Dime Books" have a large circulation.

SHERWIN, NOWELL & PRATT.

This popular Firm in Milwaukee, have we understand, in four months, built up an immense business, and from our own experience, we think our friends in need of anything in their line will do well to send them their orders or give them a call. (See 2d page of cover.)

CLOTHES WRINGER.

This is a benificent "institution," a domestic necessity. Having tested one in our family for two years, we advise every householder in Dane county, who is still unprovided, to call on Mr. Lusk of this city and get his wife a present for which she will thank him weekly through the year. See the advertisement on the last page of the cover.

BELLS.

Mr. Stoner of Milwaukee, renews the advertisement of his cheap and economical Bells, on the same page.

THE

Wisconsin Journal of Education.

VOL. VIII. FEBRUARY, 1864. NO. 8.

SCHOOLS AS THEY WERE IN THE UNITED STATES SIXTY AND SEVENTY YEARS AGO.

[The following graphic sketches are from a series of articles in Dr. Barnard's Journal of Education, made up chiefly of contributions from octogenarians who still survive, as educational links between the present and the past.—EDR.]

MASSACHUSETTS.

My early school days commenced just after the close of the American revolution, and my recollections as to school matters, though some seventy-five years gone by, are quite distinct. One very substantial reason for this, is found in the fact, that physical appliances were frequently employed by teachers in those days, to drive ideas into the heads of little urchins, and impressions thus made are not easily forgotten.

I was born in Belchertown, Mass., March 5th, 1779, and was probably sent to school when six or seven years old. My teacher was a soldier of the revolution, living in the district. (A large portion of the male population, able to bear arms, had for seven years been deprived of educational privileges, and those at home were compelled to labor assiduously for their own support, and that of our armies in the service of our country. Under these circumstances, few individuals could be expected to qualify themselves for teachers; hence the choice of the people was a matter of necessity between teachers poorly qualified, or none at all.) The first school-house, if such it could be called, was a room twelve or fourteen feet square, in an old dilapidated dwelling house. The seats were slabs from a saw-mill, and with legs making them so high that small scholars needed a short rope to anchor their feet to the floor. But there we must sit, however painful the position. The teacher was a large slab-sided man, who always sat in an old fashioned arm chair, about the center of the room. By his side was a small round table, and a long birch

rod. (I can fancy I can see exactly how he looked.) To avoid the trouble of stooping down, he kept the butt-end of his rod resting on his chair, and we had sensible evidence often-times repeated, that its length was sufficient to reach most of us without requiring the teacher to rise, which he seldom did when once seated, till the close of school.

With these surroundings and discomforts, I was taught the alphabet in the New England Primer, from *A to ezard and ampersand.* All the letters in *course* must be *said* up and down just so many times each day.

The next book in this school was Dilworth's Spelling Book, in which, *tion* and *sion* were two syllables. In this book we were drilled for a very long time. From Dilworth we went to the *Psalter,* (the book of psalms,) so called. Nor had we had any intermediate book of easy lessons. The Psalter was in our school the only reading book then used, with the exception of some few lessons in the Primer and and Dilworth. The school consisted mainly of small scholars, some of them, perhaps, sent to school to get them out of the way. The teacher owned a small arithmetic, name not recollected. From this he gave out questions, if perchance any lad was old enough to encounter the ground rules. Slates and pencils were unknown. Paper was imported, scarce and costly, and those who could not procure it, cyphered on *birch bark,* and that was the article on which I, in due time first made figures. I often heard old people say my first teacher was *great in figures ;* that he could cypher as far as the rule of three, and compute interest, and they had no doubt he could actually tell how many barley corns it would take to reach round the earth!!

Such in the main comprise my earliest recollections of my first teacher and my earliest school days in 1786-7. What other teachers were, and what advantages, more or less other schools in the vicinity enjoyed at this time, I had no knowledge. * * * *

The time during which schools were taught in the rural districts, (and such were most of them at the time of the revolution), was from eight to twelve weeks, and that in the winter season. In the summer there were few if any schools, as all who could hoe a hill of corn, or do any house-work were required to labor. At this early period, the attainments of those who had no further instruction than was recived in district schools, were limited to very few branches. The reasons for which are quite obvious, viz., the inability of the teacher on the one part, and the limited time of attendance allowed by the parent on the other. Spelling, reading, writing, and arithmetic as far as the rule of three, with simple interest, were the main branches. It was, however, thought by many parents unnecessary to have their daughters taught in arithmetic, as in their view it would be of little or no use to them.

Fractions were out of the question, and the study of grammar and geography was much neglected, as most parents thought it to be a mere waste of time. Most of the men and women of adult age, who came up during the Revolution, and had now become heads of families, had enjoyed few advantages for intellectual improvement, and did not seem to appreciate the benefits their children might derive by studying those branches of which they themselves had little or no knowledge.

Thus briefly I have noted my own personal reminiscences, observations, and experience, in the immediate locality of my birth place, and from my earliest recollections. And when I look on educational matters at the two extremes of my life, and contrast those extremes, as then and now, I am somewhat amazed that so great a change should have occurred during my own life time. Nevertheless perfection in all educational facilities has not as yet been reached. What has been accomplished in the past, is most surely prophetic of the future. Henceforth then, let the watchword be onward and upward. SALEM TOWN, Aurora, N. Y.

PENNSYLVANIA.

My earliest recollections of the school to which I was sent, go back to that trying period of loose government, rusticity, and scarcity experienced in the interval between the War of Independence and the adoption of the Federal Constitution; and if it were given me to wield the pen of *Tom Brown of Rugby*, I might peradventure furnish some graphic details of our rural seminaries of learning in those days of general destitution. But, under present circumstances, I can only offer the imperfect narrative of incidents and observations, as retained in an almost octogenarian memory.

At the time when I was sent to school—say in 1787–8—school-houses were rare; and there was little or no organization for their maintenance. The country round, having been recently ravaged by a hostile army, was scantily supplied with teachers, who occasionally obtained schools by going among the principal families of the vicinage, and procuring subcribers for a quarter's tuition of the children on hand. Those who were too young to be servicable on the farm were allowed to go to school in the summer season; but the larger ones (*expertus loquor*) could only be spared for that purpose during winter. The extent of rural instruction was then considered to be properly limited to what a worthy London alderman designated as the *three R's*, viz, "Reading, Riting, Rithmetic." To cipher beyond the *Rule of Three* was deemed a notable achievement and mere surplusage among the average of country scholars. The business of teaching at that day, was disdainfully regarded as among the hum-

blest and most unprofitable of callings; and the *teachers*—often low-bred, intemperate adventurerers of the old world—were generally on a *par* with the prevalent estimate of the profession. Whenever a thriftless vagabond was found to be good for nothing else, he would resort to *school-keeping*, and teaching young America ideas how to shoot! * *

[Dr. Dariington's next school was a better one:]

The school-books of my earliest recollection were a cheap English spelling book, the Bible for the reading classes, and when we got to ciphering, the "Schoolmaster's Assistant." The "Spelling Book" and "Assistant" were by Thomas Dilworth, an English schoolmaster at Wapping The "Assistant" was a useful work, but has long since disappeared. The "counterfeit presentment" of the worthy author faced the title-page, and was familiarly known to every school-boy of my time. The Spelling Book contained a little elementary grammar, in which the English substantives were through all the cases (genitive, dative, etc.) of the Latin. But grammar was then an unknown study among us. Dilworth's "Spelling Book," however, was soon superseded by a greatly improved one, compiled by John Pierce, a respectable teacher of Delaware county, Pennsylvania. This comprised a tolerable English grammar, for that period, and John Forsyth introduced the study into his school with much zeal and earnestness. Intelligent employers were made to understand its advantages, and were pleased with the prospect of a hopeful advance in that direction; but dull boys and illiterate parents could not appreciate the benefit. Great boobies often got permission, at home to evade the study, but they could not get around John Forsyth in that way. They would come into school with this promised indulgence, and loudly announce, "Daddy says I need'nt *larn grammar;* it's no use:' when the energetic response from the desk was, "I don't care what daddy says. He knows nothing about it; and I say thou shalt learn it!" and so some general notion of the subject was impressed upon the minds even of the most stupid; while many of the brighter youths became excellent grammarians.

In this *Friendly* seminary we were all required to use the *plain language* in conversation, being assured that it was wrong, both morally and grammatically, to say *you* to one person. Our teacher contrived a method of his own for mending our cacology, even at our noonday sports. He prepared a small piece of board or shingle, which he termed a *paddle;* and whenever a boy was heard uttering bad grammar, he had to take the paddle, step aside, and refrain from play, until he detected some other unlucky urchin trespassing upon syntax; when he was authorized to transfer the badge of interdiction to the last offender, and resume his amusements. It was really curious to observe how critical we soon be-

came, and how much improvement was affected by this whimsical and simple device.

* * * * * * * * * * * * *

But, as we have now reached the age of academies, normal institutes, and schools for the people, I presume you will gladly forego a further extension of this prosy narrative, so little calculated to interest a veteran in the great cause of education. I have ever been a sincere friend and advocate of the blessing; but, unfortunately, my acquaintance with it has been mainly limited to a humbling consciousness of my deficiencies in the ennobling attainment. WM. DARLINGTON, West Chester.

VIRGINIA.

The experience of one of that class of teachers, who found temporary occupation in teaching the children of one or more families of planters in Virginia, and other southern states, will be found in the "*Travels of Four Years and a Half in the United States*, (in 1798, 1799, 1800, 1801 and 1802,) by John Davis." Mr. Davis was an Englishman of more than ordinary education and social address, and while in this country numbered among his friends such men as Aaron Burr, President Jefferson, and other men of high political standing. He was a private tutor in N. York, S. Carolina, and Virginia, and his graphic sketches of men and manners show some of the deficiencies in the means of education which even wealthy planters in the southern states experienced. With letters of introduction from President Jefferson he proceeds to the plantation of a Mr. Ball, and is engaged to teach his and his neighbor's children:

"The following day every farmer came from the neighborhood to the house, who had any children to send to my Academy, for such they did me the honor to term the log-hut in which I was to teach. Each man brought his son, or his daughter, and rejoiced that the day was arriving when their little ones could light their tapers at the torch of knowledge! I was confounded at the encomiums they heaped upon a man whom they had never seen before, and was at a loss what construction to put upon their speech. No price was too great for the services I was to render their children; and they all expressed an eagerness to exchange perishable coin for las ing knowledge. If I would continue with them seven years! only seven years! they would erect for me a brick seminary on a hill not far off; but for the present I was to occupy a log-house, which, however homely, would soon vie with the sublime college of William and Mary, and consign to oblivion the renowned academy in the vicinity of Farquier Court House. I thought Englishmen sanguine; but these Virginians were infatuated.

I now opened what some called an academy,* and others an Old Field School; and, however it may be thought that content was never felt within the walls of a seminary, I, for my part, experienced an exemption from care, and was not such a fool as to measure the happiness of my condition by what others thought of it.

It was pleasurable to behold my pupils enter the school over which I presided; for they were not composed only of truant boys, but some of the fairest damsels in the country. Two sisters generally rode on one horse to the school-door, and I was not so great a pedagogue as to refuse them my assistance to dismount from their steeds. A running-footman of the negro tribe, who followed with their food in a basket, took care of the beast; and after being saluted by the young ladies with the courtesies of the morning, I proceeded to instruct them, with gentle exhortations to diligence in study.

Common books were only designed for common minds. The unconnected lessons of Scott, the tasteless selections of Bingham, the florid harangues of Noah Webster, and the somniferous compilations of Alexander, were either thrown aside, or suffered to gather dust on the shelf; while the charming essays of Goldsmith, and his not less delectable Novel, together with the most impressive work of Defoe, and the mild productions of Addison, conspired to enchant the fancy, and kindle a love of reading. The thoughts of these writers became engrafted on the mind, and the combinations of their diction on the language of the pupils.

Of the boys I can not speak in very encomiastic terms; but they were perhaps like all other school-boys, that is, more disposed to play truant than enlighten their minds. The most important knowledge to an American, after that of himself, is the geography of his country. I, therefore, put into the hands of my boys a proper book, and initiated them by an attentive reading of the discoveries of Genoese; I was even so minute as to impress on their minds the man who first descried land on board the ship Columbus. That man was Roderic Triana, and on my exercising

* It is worth while to describe the academy I occupied on Mr. Ball's plantation. It had one room and a half. It stood on blocks about two feet and a half above the ground, where there was free access to the hogs, the dogs, and the poultry. It had no ceiling, nor was the roof lathed or plastered, but covered with shingles. Hence, when it rained, like the nephew of old Elwes, I moved my bed (for I slept in the academy), to the most comfortable corner. It had one window, but no glass, nor shutter. In the night, to remedy this, the mulatto wench who waited on me, contrived very ingeniously to place a square board against the window with one hand, and fix the rail of a broken down fence with the other. In the morning when I returned from breakfasting in the 'great big house,' (my scholars having collected,) I gave the rail a forcible kick with my foot, and down tumbled the board with an awful roar. 'Is not my window, said I to Virginia, 'of a very curious construction?' 'Indeed, indeed, sir,' replied my fair disciple, 'I think it is a mighty noisy one.'

the memory of a boy by asking him the name, he very gravely made answer, Roderic Random.

Among my male students was a New Jersey gentleman of thirty, whose object was to be initiated in the language of Cicero and Virgil. He had before studied the Latin grammar at an academy school (I use his own words), in his native state ; but the academy school being burnt down, his grammar, alas ! was lost in the conflagration, and he had neglected the pursuit of literature since the destruction of his book. When I asked him if he did not think it was some Goth who had set fire to his academy school, he made answer, 'So, it is like enough.'

Mr. Dye did not study Latin to refine his taste, direct his judgment, or enlarge his imagination ; but merely that he might be enabled to teach it when he opened school, was his serious design. He had been bred a carpenter, but he panted for the honors of literature."

Mr. Davis accounts for his fidelity in teaching more hours than he was required to do by his contract, by his interest in the lessons of one of his female pupils :

"Hence I frequently protracted the studies of the children till one, or half past one o'clock ; a practice that did not fail to call forth the exclamations both of the white and black people. Upon my word, Mr. Ball would say, this gentleman is diligent ; and Aunt Patty the negro cook would remark, 'He good coolmassa that ; he not like old Hodgkinson and old Harris, who let the boys out before twelve. He deserve good wages !'

Having sent the young ladies to the family mansion, I told the boys to break up, and they who had even breathed with circumspection, now gave loose to the most riotous merriment, and betook themselves to the woods, followed by all the dogs on the plantation.

There was a carpenter on the plantation, whom Mr. Ball had hired by the year. He had tools of all kinds, and the recreation of Mr. Dye, after the labor of study, was to get under the shade of an oak, and make tables, or benches, or stools for the academy. So true is the assertion of Horace, that the cask will always retain the flavor of the liquor with which it is first impregnated.

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Three months had now elapsed, and I was commanded officially to resign my soverign authority to Mr. Dye, who, was in every respect better qualified to discharge its sacred functions. He understood tare and tret, wrote a copper-plate hand, and, balancing himself upon one leg, could flourish angels and corkscrews. I, therefore, gave up the 'academy school' to Mr. Dye, to the joy of the boys, but the sorrow of Virginia."

DELAWARE.

Robert Coram, in a pamphlet devoted in part to a "Plan for the Genexal Establishment of Schools throughout the United States," printed in Wilmington, Delaware, in 1791, characterizes the state of education as follows:

"The country schools, through most of the United States, whether we consider the buildings, the teachers, or the regulations, are in every respect completely despicable, wretched and contemptible. The buildings are in general sorry hovels, neither wind-tight nor water-tight; a few stools serving in the double capacity of bench and desk, and the old leaves of copy books making a miserable substitute for glass windows. The teachers are generally foreigners, shamefully deficient in every qualification necessary to convey instruction to youth, and not seldom addicted to gross vices. Absolute in his own opinion, and proud of introducing what he calls his European method, one calls the first letter of the alphabet, *aw*. The school is modified upon this plan, and the children who are advanced are beat and cuffed to forget the former mode they have been taught, which irritates their minds and retards their progress. The quarter being finished, the children lie idle until another master offers, few remaining in one place more than a quarter. When the next schoolmaster is introduced, he calls the first letter *a* as in mat; the school undergoes another reform, and is equally vexed and retarded. At his removal a third is introduced, who calls the first letter *hay*. All these blockheads are equally absolute in their own notions, and will by no means suffer the children to pronounce the letter as they were first taught; but every three months the school goes through a reform—error succeeds error, and dunce the second reigns like dunce the first. I will venture to pronounce, that however, seaport towns, from local circumstances, may have good schools, the country schools will remain in their present state of despicable wretchedness, unless incorporated with government."

DIGNITY AND RESPONSIBILITY OF TEACHING.

He who makes teaching his business, and has a definite salary and term fixed, can have but one controlling motive in his labors. This motive is the best improvement of his pupils. The teacher is the farthest removed from all parties and sects. He is the servant of all, in the sense of being the servant of all classes alike. As teacher, his own interest demands of him to work for the interests of all, with whatever of ability he may possess. If he is a true teacher he will keep to his legitimate

work, which is to drill the intellect and give it power and polish, by the application of general truths, in such a manner as to arouse, if possible, the whole being of his pupils to the pursuit of truth, and to the love of all that is pure and perfect. He also ever keeps before him the great necessities of the business world, and imparts such knowledge as shall fit for practical life. His business is to unfold and simplify the sciences which he teaches, and adapt their truths to the comprehension of each of his pupils in such a way as to awaken their interest and keep them at work, and by this means to cause them to acquire knowledge and develop their powers of mind and heart.

Every teacher, who realizes the work he has to do, feels that an immense responsibility is resting upon him. A large number of youthful minds are intrusted to him for development. He looks upon this boy and that girl all around him, who are before him day by day, and some times haunt him in his dreams, and are frequently the most vividly in his presence when he is alone and no eye sees him but that of his own conscience and the eye of the great Judge to whom he is accountable. He also looks forward a few years, and he sees this same boy and girl grown to manhood, their period of culture and development ceased, and their characters stamped perhaps unalterably, for this world and for eternity.

He looks around him also, and even in this land of boasted free schools, and where almost every child attends school more or less, he sees hundreds and thousands continually growing up to a life of ignorance, vice, crime and the lowest degradation. These facts, and many others, growing out of the demands of the age; the danger that if the people are uneducated, wealth may concentrate in the hands of the few, and materiality be deified, the jeopardy in which stands the freedom of the nation when ignorance rules under the control of a few shrewd, designing and unprincipled leaders, and that the vast benevolent designs for furnishing all men with knowledge, and of lifting up humanity to a true sphere of manhood, be frustrated, stand before the teacher continually, and like so many angels from the upper world, clad in all beauty, mildness and love, beckon him and urge him on to vigorous and efficient work in the calling which he has chosen.—*Appleton Motor.*

PHONETICS, PHONOTYPY, PHONOGRAPHY.

The attention of the public has been called to the subject of Phonetics; and its importance is seen by many, especially by those teachers who are rightly impressed with the necessity of giving time, and taking pains, to secure distinctness of articulation.

Phonography will not fail to have its advocates; and many will learn to practice it, because of its use in saving time, and often opening a way for profitable employment. The beauty of the art in its arrangement and development, as one step after another is taken by the learner, is quite sure to captivate any one who commences its study with the resolution to be a Phonographer.

Why is it that Phonotypy has not met with more favor—especially as it has had earnest and able advocates? Some of the advocates of the Phonetic reform acknowledge that the new letters are not attractive to the eye. I, who am an advocate for the Phonetic reform, think some of the new letters (Pitman's) are repulsive. Fifteen years ago I first saw some of Comstock's Phonetic works, I had no thought of any of his letters, whether for long hand writing or the printed page, as being unattractive. For some years I have heard and read occasionally of Pitman's Phonetics. I think I have seen no allusion to Comstock's for ten years. Why is it that Pitman's Phonetic works are more known than the other? Not because his system is in itself calculated to please more than the other; but because it has come before the public in company with his beautiful, useful and never-to-die Phonography. Why is not Pitman's better received than it is? Because it is not attractive. It does not give pleasure to the eye. Why has not Comstock's been better received if the same objections do not lie against it? For this double reason: It has not Pitman's attractive Phonography to aid it, and has had his repulsive Phonotopy to hinder, by creating a prejudice against the Phonetic reform itself. I have wondered to see the perfection, (shall I say), of Pitman's Phonography. As to his Phonetic alphabet, I do not believe it will prevail. I believe there is to be a Phonetic reform. Where are Comstock's Phonetic works? I fear there has been a spirit of rivalry, that has not only been injurious to the parties, but to the cause they advocate.

AN ADVOCATE OF THE PHONETIC REFORM.

MENTAL ARITHMETIC.

It is a trite remark that the true reformer is in advance of his age. His contemporaries are slow to recognise the marks of his great mission, and he must patiently look forward to that 'good time' sooner or later 'coming' for fame and followers. Nor even then is he sure of his full reward. As soon as the world has opened its eyes to the truths which he was the pioneer to announce, there will be scores of pretenders, to rob him of his honors, impudently appropriating whatever was peculiar in his teachings, and coolly thrusting him into the background as 'not up with the times'. He was very well in his day and generation, they say,

but the progress of improvement has left him in the rear; and this, too, when they have shamelessly stolen from him everything on which they can base their own pretensions to be leaders in the onward march. In the end, however, justice is pretty sure to be done; the crown gets upon the right head at last, and usurpers have to go to their own place of disgrace and ignominy.

But this is not what we took our pen to write. Whether it is rhetorically appropriate as an introduction to a few words on the subject of 'Mental Arithmetic' we leave our readers to decide.

We were pleasantly surprised, a few days ago, to see a new edition of 'Warren Colburn's First Lessons', restereotyped and reprinted at the 'Riverside Press'—the name of which has become the synonym for faultless completeness in all that pertains to the typographical art,—and with an illustrated cover, designed by Darley, and as good a thing in its way as he has ever done.

We were glad to see the friend of our childhood in this handsome dress, so different from the well-worn type, and dingy paper, and unattractive exterior, of the copy which we thumbed in our own urchin days. But our next feeling was one of dread lest we should find that the book was not our old friend after all; lest it should have been 'revised and improved' out of all semblance to the original; not 'Colburn' in a new suit of clothes made in the fashion of the day, in place of the worn-out linsey-woolsey of a generation ago, but a miserable impostor masquerading under the name of the instructor of our earlier years.

Right glad, therefore, were we to find, on examining the book, that the work of revision had, for once, the right direction (right, we mean, when the original was as nearly perfect as any thing human may claim to be; for we are not of that very conservative class that clings to the old merely because it *is* old, no matter how bad it may be), and had been a restoration rather than a remodeling.

The original preface, which had been dropped for we don't know how many years, has very properly been put into its place again. Even the story of 'The Boy without a Genius' is there; a story which we believe we must have perused at least a hundred times in the course of our juvenile study of the book. The lesson of it, we are very sure, became inwrought into our very inner life. Few things that we read or heard, in those days, made a deeper or more enduring impression upon us. A critic might object to its being appended in that way to the preface of a text-book on arithmetic, but we are heartily glad to see it restored to its place. Hundreds of young pupils, tired or lazy, it may be, will turn back to it and read it as a relief or a recreation, and will resume their work, not only refreshed by the digression, but encouraged and stimulated by

the teaching of the tale, that 'whatever man has done man may do.' More than one 'boy without a genius', doomed to be under masters who have none of Mr. Solon Wiseman's admirable tact in teaching, will get from the story, as Samuel Acres did from the conversation narrated in it, 'more confidence in his power than he had felt before.'

But Warren Colburn's original preface has in itself a peculiar interest for the teacher. It is a full and clear statement of the design and plan of the work; and for that reason, if no other, it should always have kept its place, as hereafter we hope it will. It is the more important that it should be retained, because, to quote from the excellent 'Introduction' written for this new edition by Geo. B. Emerson, 'the very simplicity of the book has prevented many persons from seeing how really profound and comprehensive it is, and that it actually develops every essential principle in elementary arithmetic.' We shall recur to this introduction, by and by, in another connection.

Again, this 'original preface' is interesting because some of its leading ideas are an anticipation of the fundamental points of the 'object lesson' system, which is now attracting the attention of our best educators, and which is destined eventually to bring about a complete revolution in our methods of teaching. Would you not suppose you were reading extracts from one of the recent treatises on object-teaching, when you peruse the following passages from this preface written forty years ago, by Warren Colburn?

"As soon as a child begins to use his senses, nature continually presents to his eyes a variety of objects; and one of the first properties which he discovers is the relation of numbers. He intuitively fixes upon unity as a measure, and from this he forms the idea of more or less; which is the idea of quantity. . . .

"As soon as children have the idea of more or less and the names of a few of the first numbers, they are able to make small calculations. And this we see them do every day about their play-things, and about their little affairs which they are called upon to attend to. . . The fondness which children usually manifest for these exercises, and the facility with which they perform them, seem to indicate that the science of numbers, to a certain extent, should be among the first lessons taught to them.

"To succeed in this, however, it is necessary *rather to furnish occasions for them to exercise their own skill in performing examples, than to give them rules.*"

He goes on to speak of the *plan* of the work, as follows: [The italics in these extracts are our own.]

"Every combination commences with *practical examples*. Care has been taken to select such as will aptly illustrate the combinations and

assist the imagination of the pupil in performing it. . . . The examples are to be performed in the mind or *by means of sensible objects*, such as beans, nuts, etc. The pupil should first perform the examples in his own way, and then be made to observe and tell how he did them, and why he did them so."

Again, in criticising the ordinary way of teaching arithmetic, he says :

"The pupil, when he commences arithmetic, is presented with a set of abstract numbers, written with *figures*, and so large that he has not the least conception of them even when expressed in *words*. From these he is expected to learn what the figures signify, and what is meant by addition, subtraction, multiplication, and division ; and at the same time how to perform these operations with figures. The consequence is, that he learns only one of all these things, and that is how to perform these operations on figures. He can perhaps translate the figures into words ; but this is useless, since he does not understand the words themselves. Of the effect produced, by the four fundamental operations, he has not the least conception.

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"The common method, therefore, *entirely reverses the natural process;* for the pupil is expected to learn general principles before he has obtained the ideas of which they are composed."

We should be glad to see Warren Colburn's original preface published by itself, as an educatioaal tract, and put into the hands of every teacher in the country. A friend of education, desirous of doing the greatest possible good with a small expenditure, could hardly do better than to spend the money in printing and circulating this admirable little treatise on elementary instruction in numbers.

The introduction, by Geo. B. Emerson, contains some very valuable suggestions in regard to the use of the book in our schools. We can not refrain from quoting a few sentences from it, in the hope that they may lead you to read the whole :

"It is strictly a *mental* arithmetic ; and if faithfully used in the way intended by the author, it evolves from the mind of the learner himself, in a perfectly easy and natural manner, a knowledge of the principles of arithmetic, and the power of solving, mentally and almost instantly, every question likely to occur in the every-day business of common life.

"It can be well taught only by a teacher who perfectly understands it, and who knows how to teach. Such a teacher will not allow the lesson to be previously studied by the pupil. Each section is intended to teach some one process up to a certain point. If, in the course of the section, questions occur which the class can not readily solve without previous study, the teacher has only to interpose, at the point where the class

fails, or begins to fail, additional questions of the same kind, somewhat easier than those in the book. If, at the end of the section, the class be not perfectly ready in the solution of the questions, the teacher ought to go over the section again with the class, or to add, at the end of the section, a sufficient number of similar questions to render the solution easy and instantaneous.

"By allowing the class to study the lesson beforehand, not only is much time lost, but the exercise is turned into a poor sort of mechanical process not much better than the common ciphering. Its mental character ceases almost entirely."

We believe that Mr. Emerson is right in claiming that Colburn's 'First Lessons' is as nearly perfect as any human work well can be. And yet we have scores of 'Mental Arithmetics' intended to supersede it.

A few of these are the result of an honest endeavor to write a better book. Their authors could not see, as Mr. Emerson expresses it, 'how really profound and comprehensive' Colburn's is, and in substituting their crude notions for the philosophic completeness of the original, they have only paraded their blindness and ignorance.

It would be worth the while, if we had the time, to illustrate this by comparing portions of one or two of these 'improved' mental arithmetics with Colburn's treatment of the same subjects. We should like to illustrate by comparison of the books, but we have already extended this article too far.—*Massachusetts Teacher.*

RECOLLECTIONS OF A SCHOOL MASTER.

It was many years ago that I commenced keeping school. I had graduated at an academy of some note, and was pretty well posted up in those branches of education which were introduced into our common schools; and when the committee came to examine me, I could see that they were very forcibly impressed by the case with which I answered all all their questions. In short, I knew about every thing that was set down in the books which I had studied, for I happened to possess one of those wonderfully retentive memories that fasten surely upon whatever comes once within their grasp. I imagined, and so did the committee imagine, that I was eminently qualified for the post to which I aspired. But, as I look back now upon the events of those years, I can see wherein I greatly erred. I can see where I make great mistakes, and where I most wofully lacked in qualification; and I write this little chapter of Recollections for the benefit of those who may be just entering upon the duties of teacher.

When I commenced my first school (and the same ideas I had governed me for a long time afterward) I looked upon the children before me as so many little individuals whom I had got to fill with learning. They were, to my mind, so many human vessels, which had got to be filled up with the waters of education; and my only ideas of the capacity were of size and age. In my class of ten scholars, which was to recite from the mental arithmetic, and the members of which were nearly of the same age, I considered that each individual must hold just the same amount of mathematical food, and digest it equally with the rest. And thus I commenced my school. I knew what was written in the books, and I was to teach it to the children before me. I had learned it all, and I believed they could. At least, if they did not, I meant that it should be no fault of mine.

In my first class in arithmetic were two boys whom I have selected to figure in this sketch. I take them because their subsequent career affords a striking example of the facts I wish to present. I shall not give you their real names, for they are both living, and are worthy, honorable men. I shall tell you that, they were Luke Watson and James Shute. Luke was rather heavily built, with a large, full head; a florid, chubby face; a dark, bluish-gray eye; dark brown hair; and inclined to be slow and dreamy when called upon to work with his mind. He could work fast enough out of doors, when the play-hours came, and when the free air and vigorous exercise sent the copious blood bounding through the veins; but in the school-room, over his books, he was quite another character.

James Shute, on the other hand, was light of frame, with a small compact head: hair of flaxen hue; light blue eyes; and possessing an organization highly nervous and senstive. He cared but little for the rough sports out of doors, seeming rather to prefer his books, and to perfect himself in his lessons. I did not make any account of these physical peculiarites at the time, for I thought nothing of them, and cared nothing for them; but I remember them well enough now.

Luke and James were in the same classes, in all the branches which they studied together, and the few months of difference in their ages were in favor of the former, he being a little the older. In a very short time I discovered that Luke Watson did not learn his lessons well. He blundered in his arithmetic, and stumbled lamely over his spelling-lessons. As I look back I can remember that he used to betray a deep interest in some portions of philosophy; and that, when the subject interested him, he read with a feeling not excelled by any other scholar in the school. But I cared little for this at the time. I looked upon the blackboard as the grand field for scholastic display; the spelling-book came next; and

next came Lindley Murray's old calf-bound grammar, with its intricate maze of orthography, etymology, syntax, and prosody. These were my educational deities, before which every intellect must bow, and from the inspiration of which every intellect must be filled.

John Shute became my favorite scholar. He worked over his slate with an assiduity which was untiring, and I felt a pride in exhibiting his powers to my visitors. Upon the blackboard he perform wonders for one so young. In reduction, in fractions—simple and compound,—in involution, in factors, and in the roots, he was perfectly at home. So, too, in spelling was he prompt and sure. And in grammar he was excellent. He sometimes made mistakes in analyzing sentences, where the meaning of the author was not plain; but he remembered his rules, and knew how to apply them.

With Luke Watson I was sorely perplexed. He did not get his lessons well at all. When he came to compound fractions he could do nothing with them. Left to himself, with his own time and method, he could worry the sums out; but he was behind-hand in his recitations, and always blundered upon the blackboard. In grammar he was always amiss, though not so bad in arithmetic. When he came to parsing he got along much better than I could have anticipated, since he had been so clumsy in committing the rules and exercises of Lindley Murray to memory. In analyzing language, and comprehending the powers of words, and in understanding his author, he betrayed a keenness of perception for which I did not then give him credit. I remember once the class was parsing a passage from Milton. A relative pronoun came to Luke, and he parsed it. I corrected him in the matter of its relation. I told him it related to a different person from the one he had named. He read the sentence over again and objected to my idea, maintaining that he was right; and he was proceeding to show me wherein I was in error, when I interrupted him, and made him stand out on the floor an hour for his disobedience to my instruction. That night, when alone in my room, I read the passage over, and at length became convinced that Luke had been right. But I would not own it to him. No, no,—that would have lowered me in my own esteem. Yet I resolved to be more careful in future how I corrected him in his parsing lessons. However, he was, in my estimatin, full of short-comings. With his general behavior I had no reason to find fault, for he was a noble, generous-hearted fellow, and was beloved by his friends.

"Luke," said I, as I stopped him one night after school, "why is it that you do not get your lessons?"

He said he did n't know.

"Don't tell me," I cried, "that you don't know. You don't study—

that's the reason. See how James Shute gets his lessons. You are older than he is."

Luke said that he could not get such long lessons—he could not remember them. He had tried hard enough to do the puzzling sums, and to spell the long words, but he could not do it.

I told him it was all nonsense. He could if he had a mind to. He did not try. He was more fond of play than of study. In short, I talked very severely to him, and assured him that if he did have his lessons perfectly on the following day I should punish him. He went away with his head bowed, and, I thought, in a sulky mood. The following day came, and with it came the first class in arithmetic. James Shute could do every sum. Luke Watson had not done half of them. When the class came up to spell, James spelled all the words, and gave all the definitions promptly. But Luke could not remember them.

So I told Luke Watson I must punish him; and I stood him out on the floor, and made a great fools's cap and put it upon his head; and ther he stood until the school was done. He did not cry, nor did he look particularly ashamed; but he compressed his lips, and looked very ugly. At all events, so I thought at the time. When I relieved him of the fool's cap, at the close of the school, I told him I hoped he would get his lessons better next time. He made me no reply, but left the room with a quick, stern step, and went home without stopping to play with his mates.

On the following day Luke did not come to school, and on the day after that I understood that he had gone to learn the shoemaker's trade. I made some little inquiry, and found that he had declared that he would go to school no more, if he had to run away; and as his parents were poor, they allowed him to go to work in a neighbor's shop.

In time I finished my school, and James Shute bore off the plam of scholarship. Upon him I bestowed the highest encomiums, and held him up to the admiration of visitors.

During the vacation I visited a neighboring state and found employment there Then I went South, and finally became engaged as teacher of mathematics in a school in New Orleans. The years slipped by, and I still remained in my new home. One day I received a paper from my native state, and I saw mention made of Luke Watson, as being leader of a strong faction in the Legislature. Of course that could not be my Luke—it could not be the one on whom I had put the fool's cap. No,—it must be another of the same name.

Time passed on, and by-and-by I read in the papers that Luke Watson had been elected President of the Senate of my native state, and that he was now a powerful leader of a powerful party. Of course, this was the

same Luke of whom I had before read; but it could not be the same Luke who had worn my fool's cap. Of course not.

And still time passed on, and I finally read that Luke Watson had been elected to the Senate of the United States; and that he was greatly honored by all who knew him.

In another year I visited the home of my youth; and one of my first inquiries was for Luke Watson. He was a United States Senator. So it was Luke after all.

And where was James Shute? He was book-keeper in a bank, and was accounted a very correct and faithful clerk. He had been there twelve years, and would probably remain there, as he liked the place, and had no particular ambition or qualifications above it.

And now, with the silver touch of many years upon my brow, I sit alone in my study, and reflect on the past. I see many, many children, who had been under my charge, now grown to be men and women; and I see many of those I thought to be excessively stupid occupying places of honor and trust, while many I had though wonderful in learning are plodding along in the ordinary pursuits of life, the lessons of the old school-books all forgotten, and the one idea of food and clothing occupying their whole attention.

And I think, if I could teach school again, how different would be my course; for, from my review of the years that are gone, I have learned some things of which I was ignorant when I first assumed the rod and staff of the pedagogue.

Different children have different capacities. Many a quick-witted, sharp minded boy has borne away the prize of scholarship who has not studied half so hard as has the poor fellow who goes weeping to his home because he has gained no medal. All minds do not grow alike. Some intellects are precocious, and germinate and go to seed very early. Such ones are apt to be the delight of the pedagogue. And yet, as I call to mind those of like character that have come under my care, I find that they have not been very prolific bearers of mental fruit. Other intellects are slower in growth They generally belong to bodies that are growing fast and strong. Such intellects do not grasp easily at mathematical niceties in early youth. They comprehend slowly at first, but surely, and are firm and uncompromising, and are are apt to be rather sceptical upon subjects which oppose their intuitions. Such are sure to meet with little charity at the hands of the pedagogue; and yet, as I call to mind those of this latter character which have come within my care, I find them to have grown stronger as they have grown older, and to have been prolific bearers of noble fruit. From this source we derive our original minds, and also most of our intellectual giants.

Teachers, seek to understand the CAPACITIES of your scholars before you begin to force the mental food upon them. If you seek to feed them with learning as you would fill barrels with water, you may make some great mistakes. Ten chances to one that you may put the fool's-cap on the brow of a Daniel Webster—that you give the position of a dunce to a Christopher Columbus—while you may set another Bill Shakspeare over amoung the girls because he looked that way when he ought to have be en studying.—*Exchange*.

MATHEMATICAL DEPARTMENT.

Will some one of our contributors please send us another solution of problem 63 ; the solution of Mr. E. M. Jones, published in the October No. page 116, is only applicable to certain cases in which the values of the unknown quantities differ by unity. For, if $x = Z - d$ and $y = Z + d$, we have $y - x = 2d$. Now put $Z = 2Zd$; then $2d = 1$; hence $y - x = 1$.

We have received, from our correspondent in Washington county, a solution of problem 65, by the rule of Position, but we publish the following, believing it to be, in many respects, superior to a solution by any special rule.

Solution of Problem 65.—It is required to divide 21 into two parts, such that once the greater divided by the less shall be equal to twenty-five times the less divided by the greater. Imagine each quotient expressed in the form of a common fraction, then the greater quotient will be represented by an improper fraction and the less by a proper fraction, the one being the reciprocal of the other. Hence we are to find an improper fraction equal to 25 times its reciprocal, the sum of the terms being equal to 21. The product of a fraction by its reciprocal is always equal to unity ; hence if the fraction which we wish to find be multiplied by 25 times its reciprocal, the product will be equal to 25 and also equal to the square of the fraction; that is, the square of the fraction required equals 25 ; hence the fraction itself equals 5, therefore the numerator equals five times the denominator. Hence $\frac{5}{6} \times 21 = 17\frac{1}{2}$ = numerator, and $\frac{1}{6} \times 21 = 3\frac{1}{2}$ = denominator ; in other words, $17\frac{1}{2}$ = the greater part and $3\frac{1}{2}$ the less part. P. BRONSON.

Wyocena, Columbia Co.

Another Solution of Problem 2.—Let $x = A's$ part of the work, $y = B's$, and $z = C's$. Now we are to suppose that A and B together do $\frac{3}{4}$ of the work, A and C $\frac{9}{10}$, B and C $\frac{13}{20}$; these fractions being proportional to 15, 18, and 13, we may put $x + y = 15$, $x + z = 18$, and $y + z = 13$. From these equations we readily find $x = 10$, $y = 5$ and $z = 8$. Therefore $A's$ share of the pay will be $\frac{10}{23}$, $B's$ share $\frac{5}{23}$, $C's$ share $\frac{8}{23}$, $A's$ share, \$11.50; $B's$ share, \$5.75; $C's$ share, \$9,20. Ans. Observe $x + y + z = 23$. EUNICE A. HUBBARD.

Solution of Problem 9.—The solid contents of the ball $= \frac{4}{3} p\, 4^3$, in which $p = 3.1416$. Each takes one-third $= \frac{4}{9} p\, 4^3$. Let x = radius of the last ones share; then $\frac{4}{3} p\, x^3 = \frac{4}{9} p\, 4^3$ and $x = 4\sqrt[3]{\frac{1}{3}} = 2.77344$ inches. Representing the radius of the ball, before the second woman winds off her share, by y, we find in like manner $y = 4\sqrt[3]{\frac{2}{3}} = 3.49432$ inches. $y - x = .72088$ inches, the thickness of the second share and $4 - y = .50568$ inches, the thickness of the first share.

Or we might very readily generalize by modifying the excellent illustration of concentric circles published in the November No. Designate the concentric spheres by A, $2A$, $3A$, &c., and their radii the same as in that illustration; then $\frac{4}{3} p\, r^3 = A$, $\frac{4}{3} p\, (r + r')^3 = 2A$, $\frac{4}{3} p\, (r + r' + r'')^3 = 3A$, &c. $\frac{4}{3} p\, R^3 = nA$, where n = number of spheres and R = radius of the greatest. $A = \frac{4}{3n} p\, R^3$. Substituting we find $r = R\sqrt[3]{\frac{1}{n}}$, $r + r' = R\sqrt[3]{\frac{2}{n}}$, $r + r' + r'' = R\sqrt[3]{\frac{3}{n}}$, &c. Hence $r' = \frac{R}{\sqrt[3]{n}}(\sqrt[3]{2} - \sqrt[3]{1})$ $r'' = \frac{R}{\sqrt[3]{n}}(\sqrt[3]{3} - \sqrt[3]{2})$, $r''' = \frac{R}{\sqrt[3]{n}}(\sqrt[3]{4} - \sqrt[3]{3})$, &c. In problem 9, $n = 3$ and $R = 4$. Hence $r'' = \sqrt[3]{\frac{4}{3}}(\sqrt[3]{3} - \sqrt[3]{2}) = .50568$ inches, thickness of first share; $r' = \sqrt[3]{\frac{4}{3}}(\sqrt[3]{2} - \sqrt[3]{1}) = .72088$ inches, thickness of second share; and $r = \sqrt[3]{\frac{4}{3}}(\sqrt[3]{1} - \sqrt[3]{0}) = 2.77344$ inches, thickness of third share, same as before.

Freedom, Wis. AGRICOLA.

CORRECTION.—In the solution of problem 7, $(1 + 2 + 3 + --- + n^2)\left(\frac{n\,(n + n1)}{2}\right)^2$ should be $(1 + 2 + 3 --- + n)^2 = \left(\frac{n\,(n + 1)}{2}\right)^2$.

Problem 21.—Required the best explanation of the following rule for finding the greatest common divisor of two numbers. "Divide the greater number by the less, and the divisor by the remainder, and so on;

always dividing the last divisor by the last remainder, till nothing remains; the last divisor will be the greatest common divisor sought."

Problem 22.—In a certain year of the Christian Era the Solar Cycle = 24, the Golden number = 2, and the Roman Indication = 6. Required the year. D. HARDENBURGH.

Lone Rock, Wis.

Problem 23.—What will be the diameter of a globe, when the solidity and superficial contents are equal?

Dodgeville. R. C. ROACH.

Problem 24.—Find two square numbers whose difference may be a cube number, by common arithmetic?

Washington County. JAMES O'CONNOR.

For the Wisconsin Journal of Education.

WRITE MORE.

In most of our High Schools and Colleges we find young men who write a hand that is illegible, and that possesses none of the characteristics of good penmanship. There are those studying the higher branches, who cannot write with even tolerable facility, who know nothing of punctuation, and who, if examined in their studies by writing, present papers positively disagraceful to themselves and their teachers.

We know of but one remedy: that is *to write.* If teachers would write more and talk less, and require their pupils to do the same, all would be benefited. In some of our High Schools, writing is required only in connection with composition, while in many schools of lower grade, it is practiced only as an exercise, which is tiresome to the scholars and without interest to the teachers.

As soon as a child can use a book, he can use the crayon, pencil and pen. He will most readily learn the letters by learning to form them. Writing a reading lesson is the best method of studying it. The child learns to spell, to punctuate, to compose, to arrange and to write. Reading lessons should usually be read from the manuscript, and these should be exchanged, and the scholars thus taught to read writing. All written papers should be dated, signed, properly folded and endorsed. Attention should be given to the arrangement, appearance and neatness, as well as to the legibility and correctness. Teachers ought to be examined in this subject by County Superintendents, and their certificates withheld if they are found deficient. The records of the school are of great importance, and no person is fit to teach, who cannot keep them neatly and correctly.

All recitations should be conducted, partly at least, in writing. Every lesson in another language should be most carefully translated by writing into our own. Lessons in mathematics ought to be written out. All problems should be solved, and all principles illustrated in writing; not, of course, to the exclusion of oral exercises, but in addition to them. The papers prepared by scholars should be criticized and corrections suggested, so far as possible, by the teachers or advanced pupils. There is no time lost. Time is saved.

Advanced scholars should be required to study with the pen in hand. A complete abstract or epitome of every lesson should be demanded. A book should be made on each subject studied, by each member of the class. In many of our recitation rooms no facilities for writing are furnished. They should be. What the teacher says should be written down by the class. Formal lessons in writing are necessary, but they may soon be learned. They become tiresome and useless if given daily, as is the custom, term after term. A young man will learn more of writing by keeping books a month, than by attending writing school a term. In the one case he *tries* to write, in the other he does not.

To write with facility, legibility and elegance is not only a desirable attainment but a rare accomplishment. To properly clothe the thoughts with words is the crowning glory of an educated mind. Hence our methods of instruction should, as far as possible, be adapted to secure these ends.

The benefits of thoroughness, mental discipline, quietness, interest, self-possession, industry and good order, resulting indirectly from the course recommended, will suggest themselves to every thoughtful teacher. Of course, there is nothing novel in these suggestions. In the French schools, from the Primary to the University, all are required to write out the lessons assigned as well as the lectures delivered. In the German schools full notes must be taken, corrected and preserved by every pupil. And in the best schools of our own country, recitations are conducted and examinations also, for the most part, by writing, but in many, even of our High Schools, there are few who can prepare a paper in respect to writing, arrangement, expression, date, signature, form or endorsements that is not discreditable to themselves as well as their teachers.

JNO. G. MCMYNN.

VULGAR LANGUAGE.—There is as much connection between words and thoughts as there is between thoughts and actions. Be careful of your words therefore as well as your thoughts.

SUPERINTENDENT'S DEPARTMENT.

MR. EDITOR :—Please insert the following Reports in the February number of the Journal. They were received too late for insertion in my Annual Report. J. L PICKARD, *Supt. Pub. Instruction.*

ADAMS COUNTY.

School Houses.—Sufficient in all respects for the Districts, where they are located ; as follows :

In the town of Big Flats, one ; Dell Prairie, two ; Jackson, two ; Lincoln, three ; Leola, one ; New Chester, two ; New Haven, three ; Preston, three ; Quincy, three ; Richfield, two ; Rome, one ; Springville, one ; Strong's Prairie, one. Of these houses, very few can be ranked as first class buildings, and not more than five or six are built after any plan in School Architecture.

School Houses—Partially Sufficient, as follows : In the town of Adams, one ; Dell Prairie, two ; Easton, two ; Jackson, two ; Lincoln, two ; Monroe, two ; New Chester, one ; New Haven, one ; Newark Valley, one ; Preston, two ; Richfield, one ; Springville two ; Strong's Prairie, two ; White Creek, one.

School Houses—Totally Insufficient.—As follows : In the town of Dell Prairie, two ; Easton, two ; Jackson, two ; Leola, three ; Monroe, one ; New Chester, two ; New Haven, two ; Newark Valley, one ; Quincy, two ; New Haven, two ; Newark Valley, one ; Quincy, two ; Richfield, one ; Rome, one.

New School Houses.—There were only three school houses built during the past year. These are all good buildings, and built after school architecture plans.

Old School Houses.—Several of the old school houses have been reconstructed within the past year, and decided improvements were effected. There is one great error quite common in this county in planning school houses, that is, end lights or windows. They are not only injurious to the eyes of pupils, by causing a wavering shadow upon the books before them, but they occupy space that should be occupied by black board.

Black Boards.—A few schools are entirely without black boards. Some have very small boards "tucked back" in some inaccessible corner, almost entirely useless to the school. A large majority of the school houses are furnished with good, large black boards, a thing quite as necessary, in my opinion, as text-books.

Furniture.—Nearly all the school houses in the county are furnished with desks, shelves, chair, broom, pail and dipper, and a few have clocks.

Apparatus —The apparatus amounts to but very little. Some five or six districts are furnished with maps. A few districts have charts on Orthography and Grammar.

Graded Schools.—There are but two graded schools in the county, and but two schools having two departments.

Number of Teachers Examined.—There were 177 teachers examined within the past year, of which, 135 received certificates and 42 were rejected.

No. of Teachers that received different Grades.—Third Grade, 120; Second Grade, 7; First Grade, 8.

Teachers.—There is a great and marked change in the teachers of this county. Teachers are alive, wide awake and full of enegy—constantly improving and doing all they can to better prepare themselves to teach. It appears to be the determination of each one to do the very best. I can say in all candor, there is a decided improvement in the average qualifications of the the teachers of this county as compared with the previous year. There were eighteen employed in the same school that they were engaged in the previous year.

Attendance of Pupils.—The attendance in most of the districts was quite regular and punctual, though in some districts there is a lack in this respect.

Deportment of Pupils.—The deportment of the pupils with slight exceptions is good. The progress they make in their studies is rapid and very encouraging to teachers and patrons. In almost all the districts, pupils are interested.

Patrons.—In many districts the patrons make it a regular business to visit the school several times during the term. There is considerable attention paid to this throughout the county; yet some are unconcerned about it. I have encouraged visiting schools all in my power. There is a lively interest manifested im most parts of the county, on the part of patrons.

Patrons co operating with Teachers.—With regard to patrons co operating with teachers, it is, in this county, as in all other places—some are ever ready to stand firmly by the teacher, and if the teacher is not what he should be, make him so if possib'e; while others are ever ready to oppose all the teacher does or can do; thereby destroying his usefulness and killing the interest of the school. I am happy to say, however, the majority is large on the bright side in this county. I have labored hard to effect a complete co-operation on the part of teachers, pupils and patrons; and I think I have been blessed with success to some extent. More, however, needs to be effected in this respect, in this county.

General Progress.—My acquaintance with the schools of the different

districts in this county is such, that I feel confident that I can accurately particularize in this part of my report. From the general interest manifested on the part of patrons and pupils, the desire on the part of the teachers for self improvement, the co-operation of district boards and patrons with the teachers, the desire of all for uniformity and supply of good text-books, the taste exhibited in the arrangement of the new school houses that have been built and are in progress of erection, I cannot but conclude that we are making marked improvement.

Visitations.—With but just two exceptions every school has been visited twice during the year, and the average duration of each visit has been a little less than half a day.

I was frequently accompanied in my visits to schools by members of boards, parents, teachers, &c. The course which I pursued in these visits, was to note the teacher's order, the order of pupils, the arrangement of the school in every respect, the teacher's "aptness to teach," the neatness of the house, uniformity and supply of text-books, the arrangement of classes, ascertain whether district was furnished with Dictionary, also whether furnished with necessary, "school furniture" such as chairs, pail, cup, broom, &c., &c. If I found a lack in any of these things I made suggestions for improvement. If the teacher lacked capacity in any respect, I advised and gave instruction, frequently taking charge of the school myself for a short time; taking care however, never to lower the teacher in the estimation of the school. I usually spent from ten to thirty minutes in each school in a friendly talk to the pupils, making suggestions for their improvement and encouragement; this I always found conducive to good results.

Institutes.—There has been one institute during the year, over seventy were in attendance.

Change of Teachers.—The frequent change of teachers is an evil that calls loudly for remedy. A poor teacher cannot be dismissed too soon; but a good, true and faithful teacher should not be changed so long as he proves true to his profession. Nor should he desire to change so long as he can be useful to the same school, and receive the same compensation for his labor as he would were he to change.

Moral Instruction.—Two years ago, when I first visited the schools of this county, I found but ten schools in which the Bible was introduced or read at all. In my last visits (last summer) I found but six schools in the whole county that had not introduced the Bible. The others all read as a daily exercise, portions of the scriptures—a good improvement.

Singing.—Many of our schools have singing in connection with the other every day exercises. Music is not made a study, but all are encouraged to sing; and the influence of a lively little hymn upon the flag-

ging spirits of a school, after hours of confinement can hardly be overestimated. May the time soon come when singing will be heard in all of our schools.

Public Sentiment.—The prevailing sentiment of the people of this county toward the present school system is favorable. True, there are still some who oppose it, and many are indifferent; but the opposers are becoming less and less and the friends more and more numerous. Should the people prove wise enough to shut out and forbid the interference of political vultures, the system will prove a blessing; if not, it will prove a curse to our schools.

Respectfully, &c.,

R. K. FAY, Co. Supt. of Schools,
Adams County.

APPLETON CITY.

HON. J. L. PICKARD.—Dear Sir: I will attempt to answer your questions in order:

1. There are four school-houses embracing eight departments. One house has but one department; two have a primary and intermediate department each; one has a primary, an intermediate and a grammar department.

2. There are eight teachers.

3. Not more than one half of those of a proper age have their names registered on the books as in attendance for any given term of three months, and the average attendance, especially of the older pupils, is but little more than half the number of names enrolled.

4. The interest of the patrons differs in the different schools. Perhaps on the whole it would surpass by a little the average interest of patrons generally.

5. One house is of brick, has been completed three or four years and cost five thousand dollars. One wood house, cost two thousand five hundred, has been built only a few years. One wood house is old but in a tolerable state of repair, and is valued at four or five hundred dollars. One wood house is worth about three hundred dollars, was built two years ago.

6. We have suffered somewhat for the last two years from the want of a proper Superintendent. The County Superintendent has not given the schools the attention they deserve, and it is only this fall that we have been set off by ourselves as a city.

We hope at some future time to be able to have a High School, but do not think the day has come.

The buildings are all adequate to the requirements of the place, ex-

cepting one, and it is hoped that one will be replaced by something more pleasant and commodious.

There has been a felt want of greater unity between the different schools. It is hoped that the incoming system of a City Supt. will secure the desired result. Very truly yours,

R. Z. MASON.

EDITORIAL MISCELLANY.

REPORT OF THE STATE SUPERINTENDENT.

The Fifteenth Annual Report is one of the most interesting yet issued. A leading feature is the Reports of the County Superintendents. Including one report inserted in this number of the Journal, every county this year has been heard from. (The cities also have all reported).

Of the working of this new and important feature of our school system during the first term, Mr. Pickard says, and we think with justice:

"The experiment of County Superintendency has now been tried for two years. So far it has been successful beyond my most sanguine expectations. It has of course met with some disfavor. Nearly all that has been urged against it, is not really chargeable to the system, but to the improper administration of it. Upon the part of the Superintendents generally, there has been no lack of zeal, and of patient laboring under discouragements. Many have made noble sacrifices for the cause to which they have so truly devoted themselves. Their salaries have been small, but their purpose to raise the standard of education in their respective fields of labor, has been faithfully adhered to.

"A few counties have recognized, to some extent, the value of services rendered, and have not restricted their officers to the very lowest salary the law would allow. With the year 1864 another term of service commences. I trust those selected as the standard-bearers for the several counties, will be better rewarded, but under any circumsteuces let them not "bate one jot of heart or of hope." In my intercourse with the Superintendents of the State, both official and personal, nothing has occurred on their part that I would have changed. Their faithfulness, and cordial sympathy, have encouraged and aided me."

STATISTICS.

The usual Summary was given last month. The statistics are "believed to be more reliable than any heretofore given. The County Superintendents have in many instances taken unusual pains to have their Reports correct." Progress at well as growth is indicated; but at the same time, the "figures" reveal some apathy and neglect. For instance, three out of four thousand school houses appear to have no sort of illustrative apparatus except a black-board, and about

500 have not even that. However, many school houses may have something, if no "Outline Maps." About 72 per cent of the schools have been kept two terms, or 5 per cent. more than last year. Improvement in school attendance is noticed, but 17 per cent. of the 320 965 school children are still receiving their "education in the street." More than 120 schools have more than one department or grade, against half that number in 1860. This is encouraging. Many other facts of interest are brought out, which we have not room for now

NORMAL SCHOOLS.

Upon this all-important subject we quote at some length; for although every thing else should be perfect, without competent, trained teachers, a school system is comparatively inoperative—like an army without intelligent and skilful officers. After glancing at the benefits and defects of Institutes, long and short, and showing that they can answer only a temporary purpose, Mr. Pickard says:

"During the past six years the board of Normal Regents has endeavored to encourage professional training, by rendering assistance to such schools as would establish and maintain a Normal Department. For two years this aid was given to schools in proportion to the number of pupils pursuing certain prescribed studies. The course prescribed was such as to entitle the school to aid for nearly all its registered pupils. Little or no good was accomplished by this course. During the past four years better regulations have prevailed, and only such pupils as could pass a required examination have been counted as normal students. This examination has been thoroughly conducted, and the majority of those who have received the recommendatory certificate, granted by the Board of Regents are actually engaged in teaching. None have been admitted to the Normal classes who were not desining to teach. These Normal Departments of colleges, academies, and high schools, have not satisfactorily met the necessity. They are almost always subordinate departments, nor will the aid furnished, warrant giving them a prominent place. They will in all cases, therefore, be of secondary importance in the minds of the trustees and teachers. Much good has been accomplished by these agencies, but they are at present inadequate to the demand Permanent normal schools are needed, whose sole business shall be the training of teachers. The department of normal instruction of the State University, has been opened within the past year, and the attendance has been very large. Many pupils connected with it, are not normal students, and have no expectation of engaging in the work of teaching. The circumstances under which it was opened, rendered such a course advisable. A course of study has been adopted, but it will be next to impossible to pursue such a course of training in the art of teaching, as is essential to complete professional culture. The model school can not be engrafted upon the Normal Department of the University. By degrees this will be made a strictly Normal School, as far as it can be. There is no reason why it will not be needed, and patronized as a permanent school.

No one school will supply the wants of the State. The State should make liberal provision for the professional training of her teachers. At any rate a movement should soon be inaugurated to establish one school at some point that

cannot be easily accommodated by the Normal Department of the State University. Eventually, still other Normal Schools will be erected. We should look to the establishment of not less than four such schools, including the Normal Department of the University. Whenever the State is ready to establish such a school, there will be little difficulty in securing, from interested localities, the offer of suitable buildings. No argument need be adduced in favor of the Normal School. Its advantages and its claims are well understood. The only question that can arise is a question of time of establishment. It is my impression that the present is the proper time to take the initiatory steps."

TOWNSHIP DISTRICT SYSTEM.

In addition to the more formal presentation of this subject, through the argument drawn up by Mr. Craig, his Assistant, and re-printed in the Journal last month, Mr. Pickard omits nô opportunity to promote the object incidentally in his "Notes" on the Reports of the County Superintendents—which by the way are among the most interesting and instructive features of the Report. For instance, in commenting on the Report from La Fayette county, he says: "Mr. Parkinson adds his testimony to that of many others who feel the need of the "missing link." Admitting that the present system of school districts is to be continued in force, this link of a school officer for each town should be supplied. But this would increase officers, while the same end may be secured, as it seems to me, in another way. By adopting the township district system the town school board will answer the purpose now served by the district boards, and will also perform the duties of the officer who, under the present system, seems to be needed."

The substance of the Report of the Committee of the State Teachers' Association on the Revision of the School Laws is given, with the Resolutions as adopted by the Association, and the Report closes with some well considered thoughts on the "Claims of the Public School." These we shall present at some future time.

WRITING.

The communication on this subject is one of those pungent, practical things that are just what is needed. Writing, in the sense of both Chirography and Composition, is still wofully neglected. We can confirm, so far as our observation goes, all that Mr. McMynn says. Many a young man has obtained a situation because he could write well, and many another has failed to get one for the opposite reason. On the other hand, other things being equal, that person will succeed best, whatever his business, who has most successfully cultivated the power of expression; and this is most certainly secured by the means recommended.

We therefore very cordially and earnestly second the call—"Write More;" write more, teacher, in the ways indicated; write more carefully; and make your pupils do the same. Write more for the Journal—not long wordy essays, but

just such practical articles as the one that has set us to writing this. Write a dozen lines even, as does our ever welcome correspondent, below.

SCHOOL VISITATION.

"Visitation is one of the agencies by which the order, attendance, and scholarship of pupils may be advanced.

"The earnest, faithful teacher is delighted with frequent calls from all who are interested in his school work; but one of the most unpropitious events of a day, is the entrance of a listless visitor, who seems neither to see nor hear what is going on among the classes; who talks freely with his neighbor on the war or some other outside topic; turns over leaves of books noisily, and has nothing to say or do by way of encouraging teacher or pupil. Of such visitors may there be few." Z.

School Room, 5 P. M.

WAUPACA Co.—A correspondent writes us that "Supt. Wernli, has issued a call for a meeting of the County Teachers' Association, to be held at Weyauwega, on the Second Saturday of February, to arrange matters for a meeting of all the schools in the county, at a central point, for examination some time the coming spring. Mr. Wernli is a faithful, hard-working, energetic Superintendent, and I am glad to say that the County Board has raised his salary from $400 to $500."

Supt. Wernli has the tact, the energy, and above all the practical knowledge, to make the plan successful and useful. The County Board no doubt thought they did a fair thing in making four hundred dollars five hundred; but really $600 is not as good as $400 two and-a-half years ago. When Waupaca county pays her Superintendent 800 or 1000 dollars, we shall think they appreciate his services as they ought. They will wake up one of these fine mornings perhaps and find that they have lost him. Just so in other counties: Men whose services are worth twice as much to a community as they pay for them, will be wanted in some other place where people are better awake to their interests.

WEYAUWEGA.—Our correspondent adds: "The schools in this place are now in better condition than they have been, perhaps, since their organization. The Higher Department is now conducted by Mr. R. H. Struthers, a gentleman well qualified for the position. The Primary Department is under the control of Miss Emma Robinson, who has had considerable experience in teaching, and gives general satisfaction."

VERNON Co.—We have had an excellent Teachers Association, held at Viroqua, during the holidays. There was a limited number present, but the interest manifested was truly encouraging. Although this is only a beginning, we hope for better times in the future. We hope that Teachers' Associations will be as common in the future as they have been rare in the past. We have appointed another for next spring, anticipating happy results. D. F. ABBOTT, Secretary.

Springville, Jan. 16.

READING FOR TEACHERS.

We suppose the County Superintendents, in examining teachers, ask them some such general questions as: "What works on Teaching have you read?" "What Educational Periodicals are you a subscriber for?" To relieve the awkwardness a little, of those who are still obliged to answer "none," to one or both these questions, we propose to hereafter furnish the *current volume* of the Journal, commencing with July last, and Orcutt's "Hints to Teachers and Parents," for the trifling sum of 83 cents—50 cents for the Journal, 25 for the book and 8 to pre-pay the postage on the book. This offer will last till the 1st of April, no longer. Journal alone, 60 cents—book 38 cents.

NEW YORK EVENING POST.

If our friends wish a good newspaper, we again advise them to take the above. We take it because we like it better than any other. The publishers advertise it with us because we recommended them to. Don't think it is at all like the N. Y. Ledger; if you do, don't send for it. But if you want a sensible, instructive, conservative, and yet progressive, paper, one that is really worth reading, send $5 and get 4 copies of the Weekly to one address; or get the Semi-Weekly, if you prefer it.

Says Horace Greeley: "Require of your journals the proprieties, the courtesies, that you demand of your daily associates—admit no journal to your fireside which habitually indulges in language that you would not permit to be uttered in the presence of your family,—and the foul-mouthed press will soon be a deserted and defunct nuisance. So much you owe to the education of your children and the moral health, the social decorum, of the community."

A FUEL SAVER.

The *State Journal* says the Damper advertised by Mr. Norton "works to a charm and beyond any question is the greatest and most perfect fuel saver of the day." We believe it, and recommend School Boards as well as house-holders to try it without delay.

THE LIST OF SUPERINTENDENTS

On the next page has been obligingly furnished from the office of the State Superintendent. We add some figures relating to the *Journal*, from which it will be seen that about one person out of ten, of the 7000 and upwards employed as teachers in the course of a year, are subscribers. Some counties do little or nothing; others, as Wood, Waupaca, Waukesha, Trempealeau, Dane, both Dists., La Crosse, Sheboygan, Racine, Winnebago, Fond du Lac, Sauk, Walworth, Milwaukee, etc., have done well, most of them exceeding the proportion asked for. To Wood, Waupaca, Trempealeau and Waukesha belongs the highest praise. Waukesha has sent the *largest* list. Wood and Waupaca the largest in proportion.

LIST OF COUNTY SUPERINTENDENTS.

COTNTIES.	NAME OF SUPTS. WITH P. O. ADDRESS.	No. of different persons employ'd in teaching during the year.	Quota of One-Seventh.	Present No. of Subscribers.
Adams	J. C. Yocum, Point Bluff	117	17	3
Ashland	James A. Wilson, Odanah	3	0	0
Brown	E. Hicks, Green Bay	101	14	2
Buffalo	A. Finkelnburg, Fountain City	42	6	2
Calumet	A. W. Hammond, Chilton	88	13	10
Chippewa	R. Palmer, Chippewa Falls	32	5	1
Clark	John S. Dore, Neilsville	13	2	0
Columbia	D. W. Rosenkrans, Columbus	291	42	10
Crawford	Orson Jackson, Prairie du Chien	124	18	4
Dane, 1st District	A. B. Prentice, Albion	217	31	55
Dane, 2d "	S. L. Hooker, Black Earth	198	28	55
Dodge, 1st District	F. Steele, Mayville	146	21	6
Dodge, 2d "	Rev. H. M. Parmalee, Oak Grove	233	33	7
Door	M. E. Lyman, Sturgeon Bay	37	5	5
Douglas	Thomas Clark, Superior	4	1	0
Dunn	A. J. Messenger, Menomonie	37	5	1
Eau Claire	S. A. Hall, Eau Claire	40	6	6
Fond du Lac	Rev. I. N. Cundall, Rosendale	327	47	57
Grant	D. G. Purman, Lancaster	287	41	18
Green	W. C. Green, Monroe	228	33	3
Green Lake	N. C. Hoit, Green Lake	137	20	8
Iowa	A. J. Slye, Dodgeville	182	36	9
Jackson	Rev. A. Wells, Black River Falls	70	10	0
Jefferson	J. K. Purdy, Ft. Atkinson	249	36	8
Juneau	——— Kenyon, New Lisbon	136	19	0
Kenosha	R. Graham, Kenosha	130	19	12
Kewaunee	D. D. Garland, Kewaunee	33	7	0
La Crosse	F. A. Moore, La Crosse	107	15	26
Lafayette	G. W. Lee, Shullsburg	170	24	1
La Pointe	V. Smith, Bayfield	1	0	0
Manitowoc	Jere Crowley, Manitowoc	146	21	11
Marathon	Matthew DeCourcey, Wausau	32	5	1
Marquette	B. F. Hood, Montello	95	14	2
Milwaukee, 1st Dist.	W. Lawler, Oak Creek	80	11	14
Milwaukee, 2d Dist.	M. Tobin, Granville	108	15	11
Monroe	J. S. Anderson, Tomah	146	21	0
Oconto	W. H. Seward, Oconto	25	4	4
Outagamie	C. Driscoll, Appleton	133	19	2
Ozaukee	F. W. Horn, Cedarburg	91	13	1
Pepin	Jas. R. Hanan, Durand	26	4	0
Pierce	Rev. Chas. Thayer, Prescott	63	9	5
Polk	R. H. Clark, Falls St. Croix	26	4	0
Portage	W. R. Alban, Plover	105	17	0
Racine	C. W. Levens, Waterford	150	21	28
Richland	Rev. W. C. Wright, Lone Rock	150	21	13
Rock, 1st District	A. C. Whitford, Milton	359	51	19
Rock, 2d "	H. A. Richards, Footeville			
St. Croix	A. H. Weld, River Falls	77	11	0
Sauk	I. W. Morley, Reedsburg	259	37	28
Shawano	A. P. Knapp, Shawanaw	19	3	0
Sheboygan	Herrick Forbes, Cascade	195	28	45
Trempealeau	D. W. Gilfillan, Trempealeau	50	7	15
Vernon	Hartwell Allen, Viroqua	148	21	16
Walworth	A. J. Cheney, Delavan	270	38	30
Washington	F. Regenfus, West Bend	155	22	2
Waukesha	Rev. A. D. Hendrickson, Waukesha	218	31	62
Waupaca	J. Wernli, Iola	134	19	52
Waushara	C. B. Skinner, Pine River	141	20	10
Winnebago	J. E. Munger, Oshkosh	192	27	32
Wood	G. F. Witter, Grand Rapids	28	4	19
		7403	1058	721

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CLAIMS OF THE PUBLIC SCHOOL.

Experience has demonstrated the truth of the assertion, that "liberal appropriations, and legislative enactments, cannot, of themselves, impart to any system that vitality essential to success." An enlightened public opinion is absolutely prerequisite to ultimate and permanent success. Law is but a dead letter, a lifeless skeleton. Well directed popular will is not a creature of impulse. It is controlled by motives that are first approved, then felt. The heart must be trained to feel, after the intellect has been trained to perceive the claims of any cause upon us for sympathy and support. Especially is this true of the great cause of popular education, which touches us at more points, and affects more interests than any other. The social, the political, the physical, the intellectual, the moral interests of our children, are all intimately connected with it. It appeals to us as parents, as citizens, as patriots, and as philanthropists. A few of its claims upon us I will briefly adduce:

1. It is a *supply* exactly adapted to the *want*.

The mind of the child ever seeks for something wherewith to satisfy its longings. The public school comes to the restless and absorbent mind with the invitation, "take freely of the good things I bring you, and be filled with the blessings I have in store for you."

2. It is the only supply that will meet the necessities of the larger part of our people.

Family instruction will not meet the demand. Some parents are morally unfit to become the teachers of their children; some have not sufficient training themselves; many have not the time that can be spared from other and pressing duties pertaining to the physical comforts of their families. Take from the whole number of parents, those who can not, and those who will not, properly instruct their children, and comparatively few remain.

Private enterprise will not meet the demand. According to the last census, but one out of thirteen of the pupils of the United States is enrolled as attending private schools of all kinds and grades. This estimate embraces all the States of the Union, some of which have no public school system.

The census reveals, also, one other fact bearing directly upon this point. The number of persons, natives of any State, who can neither read or write, is in reverse ratio to the interest manifested in public school enterprises. I use not this argument to discourage private enterprise, but rather to show that this alone is an unsafe reliance. Colleges, academies, and seminaries, are of necessity confined to narrow spheres of direct labor, though their indirect influences are unlimited. They are the most efficient where the the field is prepared by public enterprise.

3. It is a *home school*.

Much of the future success of the child depends upon his early habits. The most impressible years of our lives are those of early childhood. These, too, are fraught with most danger, because while most impressible, the mind and heart are least able of themselves to resist evil influences. The watchful eye, and yearning heart of the mother, the care and counsel of the father, are needful helps to a successful resistance of such temptations as are always addressed to the young. How true is this when the witching hours of night throw a mantle over the deeds to which the unsuspecting are so often invited. How much does the true parent prize the opportunity of keeping his loved ones by his side during the evening, and of enlivening the circle gathered about the fireside, with innocent amusements, and social chat. How far above all price must be that institution which will enable him to educate his children within reach of home influences. Such an institution is the public school. The physical well-being of the child, as well as his moral welfare pleads for these home schools.

Society is made up of individual homes, hence:

4. Society is improved by the public school. Statistics show that very few of the pupils who are in constant attendance upon our free schools, ever become criminals. Close the doors of all the public schools of this State to-day, and let private enterprise spring to its fullest possible stature, and a large majority of the children would be at once thrown into the street, to be trained there for the prison, or the poorhouse, or at least to be contaminated by influences clustering about the street schools.

5. The public free school is an American, and an Americanizing institution.

It had not its birth upon American Soil, but it was the product of the

spirit that gave America to the world. It had its origin in a heart that loved civil and religious liberty, and was nurtured by men who uphold the idea of a popular government. It has long since answered the old and hitherto troublesome question, "whether education can be as universal and as unbought as liberty." Wherever you find a heart upon whose altar the fire of civil liberty burns, there you find a true American, whatever country may have given him birth. The public School is free to all without distinction of birth or circumstances. Monarchies order systems of education for the benefit of the *Monarch*, and the perpetuation of his reign. Ours is for the *people*, and the perpetuation of their reign. Conferring benefits upon the people, it can but awaken a love for the spirit that gave it birth, and attach those receiving its benefits to the inhabitants that demand and support it. Many come to us from lands where the blessings of education are conferred only upon the favored few. Here the cup is pressed to their very lips, and they are commanded to drink, without money and without price. This free education not only teaches the value of our institutions, but guides to a proper use of the privileges bestowed. Conflicting elements are entering into our civilization. Purify them and we shall be blessed; but leave them uneducated and unrestrained, and they will prove a curse. To accomplish the former and save us from the latter, is one of the peculiar missions of the Public School. This alone will not accomplish all the work, but it will lay the foundation; it will encourage habits of obedience, of order, of industry, and will lead into the broader fields of learning, opened by Academies, Seminaries, Colleges, and Universities. A statesman of Virginia, of years agone, when Virginia was true to herself and her country, used these pleasant words: "There should be no distinction between the children of a republic. They are not, in the school sense, the children of their parents, but the State is *Parens Patriae*, and they should all be regarded as the sons and daughters of Mother Commonwealth. They all alike, look up to the benign State Mother for the mental bounty; all praise her *only* and love her *supremely* for it, and there is laid a foundation of *love of Country*, enduring as the reminiscences of school boy days, and fervent as the fondest recollections of life and gratitude can ever be in the human heart." Thus does the Public School become an Americanizing institution.

6. By educating the labor of the country, it developes Inventive Genius, and thus increases wealth.

Labor and thought united, have cultivated broader fields, have whitened more seas, have turned more spindles, have dug deeper mines, than man's unassisted hands could have done. By aid of machinery the wealth of the country is increased. The productive industry of the United

States has increased twice as rapidly as the population has increased. The Public School has had much to do with this, as is shown by the fact, that the States, where the Free School interest has been most largely fostered, have been most productive in useful machines. The following statements, from the *Scientific American*, will show the wonderful stimulus given to productive industry by inventions:

"COTTON.—One man can spin more cotton yarn now than four hundred men could have done in the same time in 1760, when Arkwright, the best cotton spinner, took out his first patent.

"FLOUR.—One man can make as much flour in a day now, as a hundred and fifty could a century ago.

"LACE.—One woman can now make as much lace in a day as a hundred women could a hundred years ago.

"SUGAR.—It now requires only as many days to refine sugar as it did months thirty years ago.

"LOOKING GLASSES.—It once required six months to put quicksilver on a glass; now it needs only forty minutes.

"ENGINES.—The engine of a first rate iron-clad frigate will perform as much work in a day, as forty-two thousand horses."

Not only have the productions of the country largely increased, but the reflex influence of increased facility in manufacturing, has afforded to laboring men leisure for improvement. That this leisure is sometimes abused in indolence, dissipation, or luxury, is no argument against the advantages it affords. By many it is improved in reading and study, to that cultivation of the mind and heart which will make the better citizen.

7. The kind of education furnished by our Public Schools, will counteract the universal tendency to the establishment of an aristocracy.

Our greatest danger as a people lies in an aristocracy of wealth to which is added the power of intelligence. Let wealth be monopolized as it always will be, and take from the poor the advantages of school, and we shall soon have two classes of society: those who live by others' labor, and those who labor for others' living. The former will rule the latter with a rod of iron, the rod becoming each day more heavy, and the hand that wields it each day more rigorous and tyrannical. Tyrants have well understood their sources of power, and have shut up to their subjects all avenues of light, knowledge and wealth. Our security lies in the general diffusion of intelligence, which shall level all such false social distinctions as are established by tyrants and aristocrats for their own safety.

8. Labor is ennobled by the intellectual elevation of the laborer.

We are in danger of forgetting the early lessons of our Pilgrim Fathers, and of lapsing into a state of luxurious ease. So fashionable has it be-

come to have nothing to do, that all semblance of work must be entirely dismissed from the social circle. Youth must be trained in indolence, though it entail upon them its never failing curse. Appearances must be kept up, and honesty gives way to the insatiate love of show. Petty thefts, peculation, embezzlement, or stealing disguised under the title of "sharp practice," unredeemed credit, unredeemed promises, all follow this labor-shunning fashion. It must be admitted that the unintelligent do not commend labor. Let all the toiling men and women of our land be taught to think, and to work out the product of their own thoughts, and to such labor as they will then perform there can no disgrace attach. The school that opens its doors to all, and that bestows its favors upon *brains* rather than upon *bullion*, upon *character* rather than upon *cloth*, must, in the elevation of the laborer, dignify labor.

9. No system of schools has greater *pecuniary* advantages than the system of free schools.

I use this last, though to every intelligent mind, it is the least important of all the claims of the public school. What has been already said will prepare us to expect great indirect pecuniary advantages accompanying more *productive labor*. Educated labor is by far the most profitable. Many large manufacturing establishments have, after diligent examination, found a difference of fifty per cent. in its favor.

The same intelligence that give to the laborer more complete mastery over his own and other powers, and enables him to use to better advantage the material placed in his hands, also saves him from many expensive habits, and from practices that lead to crime; so the money is saved, as well as earned.

Other schools than the public school secure the same results so far as they go, but they do not reach so many of the laboring class. Could their benefits be as general, they must be more expensive. Herein consists the direct pecuniary benefit of our free school system.

The actual expenses of the schools of this State for the past year have not exceed three dollars per scholar. As the State increases in wealth and population, the relative expenses of her schools will be diminished. Ohio schools cost but $2.07 per scholar; New York schools cost $3 per scholar; Pennsylvania schools cost $2.15 per scholar. Before Wisconsin reaches the age of either of the States named, her schools will cost less than theirs.

The cause thus urged pleads with parents, that they furnish their children with the means of education as cheaply as possible, consistent with their highest interests, and at home, where they may care for their physical and moral training; with citizens—that they recognize the debt they owe to society, and provide liberally for that culture which shall

make their property safer and more productive; with patriots—that they prepare well those to whose hands the institutions of our beloved country are soon to be committed; and with you as legislators—that you recognize the sacredness of this trust committed to your care by parents, citizens and patriots—that you shield it from all harm, and foster its interests in whatever way your wisdom and intelligence may direct.—*Report of Hon. J. L. Pickard, Supt. Public Instruction.*

ADVANTAGES OF THE TOWN DISTRICT.

As there is perhaps, more probability of a favorable consideration of the Town System of Schools in the Legislature at the present session than ever before, we cite a few testimonials in its behalf from abroad. We take them from the Tenth Annual Report of the State Superintendent (made by Hon. L. C. Draper), only remarking that the lapse of five years has but added to their truth and value, and that it is not creditable to the State of Wisconsin to have continued so long under the present imperfect system; and that it may be hoped we shall establish the system on a solid basis and without too much concession to the existing prejudice in favor of the present plan:

MASSACHUSETTS.

"As a general fact," says Horace Man, in his *Tenth Annual Report* as Secretary of the Massachusetts Board of Education, "the schools of undistricted towns are greatly superior to those in districted towns;—and for obvious reasons. The first class of towns,—the undistricted,—provide all the school-houses, and, through the agency of the school committee, employ all the teachers. If one good school house is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious, that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house, if it should erect one, it would be tempted to continue an old house, long enough after it had ceased to be comfortable; and, indeed, as experience has too often and sadly proved, long after it has ceased to be tenantable. So, too, in undistricted towns, we never see the painful, anti-republican contrast of one school, in one section, kept all the year round, by a teacher who receives a hundred dollars a month, while, in another section of the same town, the school is kept on the minimum principle, both as to time and price, and, of course, yielding only a minimum amount of

benefit,—to say nothing of probable and irremediable evils, that it may inflict. In regard to supervision, also, if the School Committee are responsible for the condition of all the schools, they are constrained to visit all alike, to care for all alike, and, as far as possible, to aim, in all, at the production of equal results; because any partiality or favoritism will be rebuked at the ballot-box. In undistricted towns, therefore, three grand conditions of a prosperous school,—viz., a good house, a good teacher, and vigilant superintendence,—are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system, it is obvious that each section of a town will demand, at least, an equal degree of accommodation in the house, of talent in the teacher, and of attention in the Committee; and, should any selfish feelings be indulged, it is some consolation to reflect that they, too, will be harnessed in the car of improvement.

"*I consider the law of* 1789, *authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of Common Schools, ever enacted in the State.* During the last few years, several towns have abolished their districts, and assumed the administration of their schools in the corporate capacity; and I learn, from the report of the School Committees, and from other sources, that many other towns are contemplating the same reform."

In a recent report of the Secretary of the Board of Education of Massachusetts, the following important statement is found, viz.:

"A very considerable number of the townships have dropped the former mode of dividing the schools according to districts, and have placed the whole matter of their organization and distribution in the hands of the School Committee of the township. This change has already been made in about sixty townships of the Commonwealth, and the subject is now, more than ever before, engaging the attention of other townships, so that the year to come is likely to show greater results than any previous year. The perceptible improvement of the schools in those places which have made the change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large, with silent but resistless power.

"The clear intelligence, steadiness and sobriety with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmoil and confusion in settling great questions of school policy, are passing away, and a wise regard for the interests of posterity is becoming more and more controlling in the management of this branch of our public interests. It is hardly too much to say that, under the guidance of such lofty sentiments,

all the townships of the State will, within a short period, be found adopting that policy in the management of their public schools, which experience shows to be the best.

"The gradual abandonment of the district system as here stated, results in small degree from its connection with another measure, which has been regarded by the people with great favor, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and receiving a judgment accordingly. It was not until somewhat recently that a subject so important, so fundamental as that of establishing schools of different grades, for pupils of different ages and attainments, received much consideration from those who alone possessed the power to make the change. Distinguished men had written on the subject, and those who had studied the philosophy of education, were generally agreed in respect to to it. But it was known chiefly as a theory passing, in only a few instances, except in the cities, from the closet to the school room. By degrees, the results of these few experiments became known. Measures were taken to communicate them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in the townships which were favorably situated for trying the experiment, and has been followed up with increasing vigor ever since.

"But what particularly distinguishes the present state of education amongst us from that of former times, is the existence of so many free High Schools. Until quite recently such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the ordinary district schools. All higher education was supposed to be a privilege which each individual should purchase at his own expense. But at length the great idea of providing by law for the education of the people in a higher grade of public schools prevailed. The results have been most happy. High Schools have sprung up rapidly in all parts of the Commonwealth; and within the last six years, the number has increased from scarcely more than a dozen to about eighty.

"The effect of this change in the school system, of this higher order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; making men of superior minds conscious of their powers; bringing those who are by nature destined to public service, to institutions suited to foster their talents; giving a new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them, and finally, giving to

the public, with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part struggling with embarrassments and difficulties."

[The trial of both plans in Massachusetts and the return to the town system may be considered decisive of the whole question, because in that State, if any where in the Union, the single district plan would be likely to answer the needs of public education, in consequence of the general density, wealth and intelligence of the population. The whole State is now working under the town system, and with the happiest results.—EDR.]

CONNECTICUT.

A similar change from the old system to the new, is slowly progressing in Connecticut. Referring to an enactment authorizing and facilitating this change, the Superintendent, in a recent report, remarks: "Among the objects proposed to be accomplished by this act are, to simplify the machinery of the system, by committing to the hands of one board of school officers what is now divided between three; to equalize the advantages of the schools, by abolishing the present district lines, and placing all the schools under one Committee, thereby also facilitating the gradation of schools and the proper classification of scholars, and the establishment of schools of a higher grade in towns containing a sparse population, and substituting a simpler and more efficient organization."

PENNSYLVANIA.

Hon. Henry C. Hickock, the Superintendent of Public Instruction of Pennsylvania, remarked to me in conversation, "The crowning glory of the Pennsylvania school system, in addition to its County Superintendency, is its new township plan of government, and the consequent avoidance of the ensmalling of districts."

[In this State the expedient of sub-districts was tried for awhile, but its inconveniences and evils caused it to be abandoned and it is regarded there as "the only backward step" taken in developing a public educational system. One of the present features of the Town System in Pennsylvania is providing for regular "Town Institutes" or meetings of the teachers for instruction, consultation and improvement.—EDR.]

OHIO.

Hon. H. H. Barney, in his Report of 1855, as Commissioner of Common Schools of Ohio, gives the following synopsis of the able argument of Dr. Sears, in favor of the township system, and the evils incident to the old district plan: After explaining at great length, the nature of these evils, he sums up the whole matter, by saying that the schools or-

dinarily maintained in the districts into which they are divided, are no longer capable of giving the education required by the character of the times; that they preclude the introduction of a system af proper gradation in the schools; that the classification of the pupils is necessarily imperfect, and the number of classes altogether too great for thorough instruction by a single teacher; the fact that the district schools without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now; that the old system is much more expensive in proportion to what it accomplishes than the other; that by means of it, hundreds of schools are kept in operation, which would otherwise be abandoned, as they ought to be; that in 1849 there were in Massachusetts 25 schools, whose highest average attendance was only *five* pupils; 205, whose highest average attendance was only *ten;* 546, in which in which it was only *fifteen;* 1,009, where it was only *twenty;* and 1,456, where it was only *twenty-five*; that most of these schools were of so low an order as not to deserve the name, and that the impression which they made upon the agents of the Board of Education while visiting them, was that the money of the districts, and the time of the teachers and pupils, were little better than wasted; that while some schools thus gradually dwindled into comparative insignificance and worthlessness, others became too large for suitable instruction by one teacher; that another evil almost invariably resulting from the division of the townships into independent school districts, was the unjust distinction which it occasioned in the character of the schools, and and in the distribution of the school money; that when there was no responsible township School Committee authorized to act in the name of the township, there could not be that equality in the schools which the law contemplated; that the inhabitants of one district, being more intelligent and public-spirited than those of another, would have better school-houses, more competent, zealous and devoted schools; that the smaller and more retired districts, which stood in greatest need of good common schools, because entirely dependent on them, were more likely to languish for want of public spirit and good management than to be prosperous; that inasmuch as the theory of popular education is founded upon the principle that the public security requires the education of all the citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people, and inasmuch as the school tax is levied equally upon all parts of the township, and as the object contemplated, which alone justifies such taxation, is the education of the whole mass of the population, without distinction, nothing short of an equal provision for all, should satisfy the public conscience.

"Whatever diversity of opinion" he adds "may exist among educationist, as to the best manner of constituting Township Boards of Education, there can be but one opinion as to the propriety of having a township school organization. Facts, experiments, the observations and opinions of those competent to judge, have fully settled this matter. It is not, however, so clearly determined whether the School Committees or Boards of Education of townships should consist of three or six persons; one-third to be elected, and the other third to go out of office annually; or whether they should be elected by the township at large, or by the sub-districts. Nor is the principle fully settled, whether a township should be divided, for certain specific purposes, into sub-districts or not. But it is fully settled that if a township is thus divided, the lines of sub-districts should not in the least interfere with the proper classification, gradation and supervision of its schools.

"It is thought by some that to provide the same amount of means and facilities for educating these who reside in the poorer and less populous portions of a township, as for those in the wealthier and more thickly settled portions, would deprive the latter of their rights; just as if the taxes for the support of schools were levied upon sub-districts, and not upon the State and townships.

"If all the property of the State and of the townships is taxed alike for the purposes af educating the youth of the State, there is no principle plainer than that all should share equally, so far as practicable, in the benefits of the fund thus raised, whether they reside in sparse or populous neighborhoods."

INDIANA.

As Indiana has faithfully tried both systems, and is a sister State of the great North-West, I shall freely cite the results of its Township experience, as contrasted with the old district plan:

"Under the old district system," says Hon. W. C. Larrabee, in his report as Superintendent of Public Instruction in that State, in 1852, "heretofore in use in this State, and until lately in all the Eastern States, serious inconveniences, and sometimes insurmountable difficulties could but exist. I myself came near being wholly cheated out of an education by this most iniquitous system. The township was mapped off into districts by geographical lines. The district boundaries could not be passed. A family must send only to the school to which they might be geographically assigned, though a swamp or a river be in the way, though unluckily they might live on the very frontiers of the district, and there might be in another district a school house provokingly near them.

"Under our present system these districts are utterly abolished.

Each civil township forms a corporation for school purposes. The township Trustees are authorized and required 'to establish, and conveniently locate in the township a sufficient number of schools for the education of all the children therein.' Each family may send to any school in the township convenient or agreeable. Whenever any person can be more conveniently accommodated at the school of some adjoining township, or even in an adjoining county, than in his own township or county, he is at liberty to make his own selection, and attend where he pleases.

"This repudiation of arbitary district lines, and this liberty to the family of choosing a school according to its own convenience and pleasure, is one of the most admirable features of our system. It gives, wherever it has been put in practice, unbounded satisfaction. It only needs, in order to become universally popular, to be understood in its practical advantages. One of the committee who reported the law last winter, a gentleman, whose services and experience in the cause of education render his opinions of great weight, thus writes to me of the operation of this principle in his own county: 'The people express much satisfaction at the provision of the new law, which enables them to make their own selection of schools, unrestrained by geographical lines. A few days ago, I met a farmer, whose name had by accident been omitted in our enumeration. I requested him to give me the number of his children, which he said he would do, as it might be of some advantage to us, although it was of no use to him. I asked him, why? He said the school in his own district was so remote, and the road so difficult, that he had altogether given up sending his children. I told him that districts no longer existed, that he could send his children, without charge, to any public school he might select. On this his countenance directly brightened up. 'Well,' said he, 'there is sense in that. I shall send my children to-morrow.' Another venerable man, nearly seventy years old, as he was paying his tax yesterday to the Treasurer, said, 'I have been paying a heavy tax for several years, and have derived no benefit therefrom.' I asked him, why? He answered, 'I reside in a remote part of the school district. It is utterly impracticable for me to send to our school house. There is a school-house in an adjoining township close at hand, but I have no right to its privileges.' I told him that senseless obstacle had been removed under our new system. He could now send to school, if more convenient, in an adjoining township, or even in an adjoining county. 'Well,' said he 'I shall hereafter derive some benefit from the school system.' Wherever this principle is understood by the people, it is popular.'

"In such a territory as ours, in many parts nearly roadless, and intersected by bridgeless streams, and in some of the northern counties, obstructed in communication by impassible swamps, such a system is the

only one promising any success. It is indeed strange, that the people have so long submitted to the district system, so repletete with inequalities, injustice, and inconveniences, and so deficient in redeeming qualities. So true it is, that we often remain, for a long time, unaware of the serious inconvenience and injury we suffer from imperfections and abuses to which we are accustomed But when the remedy is discovered, and the corrective applied, we wonder how we could so long overlook so simple a remedy for so serious evils.

"Indiana," says Mr. Larrabee, in his report of 1853, "was the first State to abolish the old district system. But not the last. Ohio has followed in her footsteps. Massachusetts is preparing to follow, and in a few years the township system will be the rule, and the district system only the exception, in more than half the States of the Union. It is conceded on all hands, that this system will, in the end, when fully developed, work out the most favorable results. It is the only system by which we can make any tolerable approach to equality in educational advantages for all parts of the State."

TOWN ASSOCIATIONS.

Mr. Editor :—I wish you or some of your readers would give us some plan by which to conduct a Town Association. The Association in this Town "won't work." There has been but one meeting this winter, but there have been a great many attempts. Sometimes it is too cold, sometimes too damp, and almost always there is no meeting. But few seem to be interested in it. *

[We would commend our correspondent to the examples of Salem, Kenosha Co., and Iola, Waupaca Co. In these towns we believe they have found it practicable to keep up an Association with punctuality and profit. If there is any secret or "knack" about it, we hope friends Dodge and Wernli will make it public for the general good. Town Associations doubtless flourish in other localities but we happen to know about these. We think equal parts of zeal and perseverance, well applied, will effect a cure in the case named.—EDR].

A beautiful oriental proverb runs thus: "With time and patience, the mulberry leaf becomes satin." How encouraging is this lesson to the impatient and desponding! And what difficulty is there that a man should quail at, when a worm can accomplish so much from a mulberry leaf?

A PROBLEM.

Editor Journal of Education:—As you are in the habit of publishing mathematical problems for the learned to solve, allow me to propound one for all thinkers and humanitarians to consider, whether educated in abstract sciences or not:

Given, Mr. Smith, (a young and inexperienced teacher), services $30 per month; Miss Jones, (an experienced and capable teacher), services $18 per month. Required the time when these two equations shall be equalized.

As this problem is sure to be solved sooner or later, would it not be well for the "learned" to give it a little attention?

Albany, Green Co., Wis. C. L. M.

WOUND OR WOONED.

There is frequent inquiry as to the pronunciation of the word w-o-u-n-d. Dr. Webster says "wound or wooned," leaving us to choose for ourselves. Mr. Walker condemns wooned as a "capricious novelty," and such we think it is. There are at least two reasons why we should call it wound, sounding ou like ow in cow: 1. It is easier to pronounce, especially in animated, emphatic speaking. Try it.

2. Analogy—bound, found, mound, pound, round, ground—wound.

"How sweet the name of Jesus sounds
In a believer's ear;
It soothes his sorrows, heals his wounds,
And drives away his fears."—*Newton.*

"Salvation, O, the joyful sound!" &c.

And I believe we never should borrow from the French, or any other language, when we have a standard of our own.—*Clark's School Visitor.*

[We publish the above by request. We don't know of any reason for the pronunciation "wooned" unless it was to distinguish the word from the past tense of the verb wind. The usage is apparently going out of fashion.—EDR.

PRONUNCIATION IN SPELLING.

Edr. Journal:—Permit a soldier to express his views in relation to the best method of vocal spelling. I have taught school several years and have been a stickler for the time-honored practice of pronouncing every syllable as fast as the word is spelled. Let us examine this process a little and see how many words are used, and how much time is consumed in spelling a word of four syllables—eternity for instance: e, t-e-r ter

eter, n-i ni eterni, t-y ty, *eternity*. Now take a word of five syllables: constitutional—and we say, c-o-n con, s-t-i sti consti, t-u tu constitu, t-i-o-n tion constitution, a-l al *constitutional*, and so on. Now it seems perfectly ridiculous to me, to require a child to go through with all this repetition. What advantage is there in this long, laborious, fatiguing process? Will a child learn to spell better by requiring of him all this labor? Or does it not tend to puzzle and discourge? Answer ye, who best can tell. My idea is this, and I have found experience sustaining its correctness: take the words spelled above—eternity, e,t-e-r, n-i, t-y, eternity. Constitutional, c-o-n,s-t-i,t-u,t-i-o-n,a-l, constitutional, dividing the words into syllables, with a sensible pause between them as you proceed with the spelling, thus saving time and confusion.

Camp Randall, Jan. 25, 1864. C. P. B.

[The principal advantage in the old fashioned method of pronunciation in spelling is that it cultivates the habit of distinct pronunciation. The usual fault of the exercises of the school room is that they settle down into a dull and tiresome monotony. The ordinary method of oral spelling is only one of many that may be used, and as far as possible written exercises in spelling should be introduced. In this connection we may commend the next article.—EDR.]

NOTES ON SPELLING.

There are various methods to be used in putting out words and in spelling them.

1st. The teacher gives a word to each scholar in turn, to be spelled orally. This is the common method, and when well used is a good one.

2. The first word in the lesson is given out by the teacher; the pupils repeats the word, spells it and then goes on to spell the rest of the words in the lesson, in their order, without any further help from the teacher. The omission or the misplacing of any word is a mistake. The next pupil spells all the words in the same way, and so on through the class. This, on the whole, is an admirable method for young children; it disciplines the memory, promotes carefulness and accuracy, and accomplishes a great deal of work in a given time.

3. This is a slight modification of the preceding method, especially useful in a review. One scholar spells the first word; the next the second, and so on.

4. A dictation exercise. The teacher dictates a short sentence; the pupil repeats it, and then pronounces and spells the more difficult words, one by one. In this way the words are presented *in motion*, as Trench

would say, that is, in their connection, as they are used in writing and speaking; though many honest words might well feel ashamed at finding themselves in such uncouth sentences as they often do.

5. A modification of the fourth method. The pupil, as the teacher gives him permission, rises at his desk, or steps forward so as to face the class; then calling upon some one by name, he dictates a sentence; this is to be repeated and the difficult words in it spelled as before. Children are very generally interested in this exercise, especially when they are directed to introduce into their sentences words pronounced alike, but with different spelling and meaning, as, "He pries into every corner in search of the prize."

6. Choose sides and then continue spelling, either until all the pupils are ranged on one side, or as long as the time will permit. This method of conducting a spelling exercise, when wisely used, is a very good one, and decidedly so when you wish to have your scholars interested in a long review. The laws which govern the course of proceedings, when sides are chosen, are too well and generally known to be repeated here.

Thus far we have used oral exercises; let them now be wholly or in part written.

7. The common method of writing words in a blank book, or on slate or blackboard, by the whole class.

8. A different word is given to each child to write on the blackboard. When the teacher having gone through the class once in this way, putting out the words, comes round again to the head of the class, the first pupil spells aloud the word he has written; another is assigned him; the same with the next pupil, and so on. When the class is not very large and the teacher and scholars are all prompt and wide awake, this is a very good method.

Can anything be done done to aid children in studying their spelling lessons, so that a given number of words may be learned with the least expenditure of time and effort?

In the most of such lessons, not all the words give to the ordinary pupil much troub'e. Suppose that there are twenty-five words in the lesson, and that eighteen only present any difficulty. The seven others are soon learned; now let the attention be given to these eighteen words. On looking at them carefully, you see that in the most of them one syllable alone is difficult; it may be owing to some strange combination of consonants, or of vowels, or to an obscurity in the sound of its vowel, the syllable being unaccented; the rest of the word is easy. Now, the getting of the lesson is reduced to mastering these eighteen syllables, and to that end let the energies at once be directed.

But how are scholars to know which are the words and which the syl-

lables to which special attention is to be given? You are to show them how to find them, and in the following manner:

Suppose that there are in the lesson the words, con*ceive*, be*lief*, *pho*netic, ano*dyne*, and dia*phragm*. After the spelling of each word, put out the difficult syllable in it for the class to pronounce and spell in concert. As from the words above, the syllables that are italicized, *ceive*, *lief*, *pho*, and so forth. In this way your pupils will get into the way of looking for the hard syllables, and they soon will learn to find them.

The question is often asked, "How many words should be given out for a spelling lesson?" The answer to this will depend very much on the age of the scholars, the words they are spelling, and the mode of hearing the recitation. For children eight years old, of average ability and attainments, who commit their lessons so as to recite without aid from the teacher, eight or ten words in advance are enough, provided that they are not uncommonly easy; such scholars spell twice a day, and should have perfect recitations. When other methods of conducting the exercise are used, twelve words for scholars eight years old; fifteen for those ten years old; twenty for those of twelve years; thirty for those older than twelve.

It will be found, on examination, to be a mistake, to suppose that polysyllabic words present more difficulties to the young speller than monosyllables do. On the contrary, here it is that very many, if not most, of the mistakes are made. Please to look over the following list, and then put them out to to your best class in spelling.

Phlegm,	Seize,	Czar,	Schist,	Scheme,
Yacht,	Myrrh,	Jamb,	Sleigh,	Chalk,
Knob,	Aisle,	Pshaw,	Lieu,	Deign,
Gnome,	Plough,	Numb,	Drachm,	Buoy,
Chyle,	Gnaw,	Cyme,	Kiln,	Khan,
Gnu,	Wrist,	Rheum,	Rhyme,	Seine,
Sieve,	Thyme,	Adze,	Steak,	Clique,
Yolk,	Ghost,	Veil,	Rhomb,	Lyre,
Neigh,	Psalm,	Wry,	Corps,	Pier,
Yew,	Gneiss,	Hymn,	Sylph,	Steppe.

Lastly, whenever in any recitation you meet with words that are to be used frequently, let them be spelled in the class, either as they are met with in the course of the exercise, or else put them out from a list made beforehand.—J. K., *in the Rhode Island Schoolmaster*.

Good temper is like a sunny day, it sheds a brightness over everything.

THE TEACHER'S TRUST.

In entering the responsible position of Teacher, how many of us realise the importance of the matter? Do we, when we enter the schoolroom, feel that to us is entrusted for a reason, the most sacred of God's gifts to the human family, the minds of His "little ones?" Little minds to mould and train, to educate and influence; little hearts in which to plant seeds that will spring up and in future bring forth fruit.

The Teacher's mission is not merely to go through the daily routine of the school room, to send one class to their seats, and call up another; to teach the child the alphabet, the youth addition, to call the roll all right, and say school is dismissed; and then to draw a long sigh of relief and say mentally, "I'm glad there is one more day gone."

The Teacher's calling is a high and holy one, and though they often meet with perplexitities, and annoyances, the *cause* in which they are engaged is none the less worthy. There is an untold satisfaction in the teacher's heart, as she gathers a little group around her, and while telling them of some noble deed, to see their eyes sparkle with the admiration she has kindled in their minds for the author of that deed. There will be, in the heart of each of those little ones, a desire to do some act equally as good. Every child knows who GEORGE WASHINGTON was; and when you tell the story of the hatchet, they will all agree that he was a noble little boy not to tell a lie. They will feel, that if they are honorable boys, they will eventually become honorable men, and to awaken such thoughts as these is a part of a teacher's mission.

To inculcate good principles, to awaken high and noble desires, to set a good example, and thereby exert a good influence should be the aim of every teacher, for on the teacher depends, in a great measure, the minds of our future statesmen.

Out on the ocean I see a ship, bounding and tossing, and in danger of being dashed to atoms at every bound. But there is a guiding hand at the helm, and with trust and confidence, the passengers on that ship look up to the *Pilot*. Their lives are in his hands and though the maddened elements are around them and the billows dash wildly over the bark, they feel safe for they have confidence in their guide and know he is to be trusted. And so that ship passes safely over rough waters, and ever obedient to the guidance of the faithful pilot, the voyagers reach the habor in safety.

The Teacher is occupying a very similar position. The little band of scholars look upon her as the one who is to guide them safely through the difficulties which they may meet. The parents of the children look to the Teacher with the same confidence, the voyager has in the pilot. They

have given to her *in trust*, God's best gifts to them, their children. The Teacher's Trust! Who thinks of it? How many teachers realise that they are *perhaps* training minds, that are to be among the mightiest in the land? Fellow Teachers, let us think of this and double our diligence, for Oh! how important is the Teacher's Trust. S. V. H.

Utica, Winnebago Co., Wis.

WOMAN AS A TEACHER.*

YOUNG LADIES OF THE NORMAL SCHOOL:—

Your mission is peculiarly adapted to the sphere of woman. Here it is that "Woman's Rights" can be truthfully and fairly vindicated. Here is a department in the economy of the world where woman's influence can be exerted to equal if not superior advavantage to that of man's. By nature she is fitted to waken to life and energy not only the mental faculties but the moral and social sympathies and affections of human nature. In this sphere of the world's economy the arm of woman, physically weak though it be, wields a giant's might. In all ages and in all countries woman as exerted a powerful bearing upon the destinies of mankind, sinking them into vice and debasement or spreading abroad the blessings of mental and moral culture. Go, look abroad in the world; view man in every light that the varieties of his habits and character admit and you will find that has woman rises in the scale of intellect and virtue—the more her hand is used in training the minds and forming the morals of the rising generation, in a like degree will be cultivated and cherished the moral and social duties of life.

What was it that gave to Rome in her primal days her bold dignity of virtue; inspired her sons with the fire of patriotism and fitted them for the fields of military, literary and scientific pursuits? It was the hands of the Roman sisters and mothers; and when they forgot the sphere in which they once moved and delivered up the nurture and education of the Roman youths to the *slaves*, the empire felt the shock to the very center; the foundations of her virtue and liberties were overthrown, and the scepter of her power was broken and destroyed. She became the prey of anarchy and licentiousness and at the dissolution of her empire—

> "She fell, and left a name to after times
> Linked with few virtues and a thousand crimes."

Greece! Beloved yet fallen Greece! Whose name awakens in our minds an idea of every thing great, noble and magnificent; whence derived she her proud renown and splendid achievements that blazon the records of the past, giving her a name unrivaled in history? It was the

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* Conclusion of an Address before the Normal Class at Montello, Marquette Co., delivered by D. C. DUNLAP, Esq., at the close of the school, Oct. 31, 1863.

Grecian mother watching over the cradle of infancy and teaching her children from their earliest perceptions, the duties of patriots and citizens, and woman's voice too was heard in the halls of learning and academic groves, and every where casting around herself an influence more potent than the arm of Leonidas or the eloquence of Demosthenes. But Greece fell and her historian who sat amid the fragments of her broken empire has inscribed upon her ruins the truthful and enduring memento that she fell through the influence of woman's power.

But it is useless to pursue this subject farther. The volume of the world's history on every page illustrates the truth of this proposition. The mind conversant with the records of the past finds upon every leaf evidence of woman's devotion to truth and justice and the important bearing her actions have had upon the great interests of education, religion and humanity.

As a teacher she attains her true sphere of usefulness embracing truth as by perception and being from her physical and intellectual organization peculiarly adapted to assume the highest position for an instructress of the young—a teacher of truth—truth mental, moral and social.

A Bit of Advice for Boys.—"You are made to be kind," said Horace Mann, "generous and magnanimous. If there is a boy in the school who has a club foot, don't let him know that you ever saw it. If there is a poor boy with ragged clothes, don't talk about rags when he is in hearing. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one, give him part of your dinner. If there is a dull one, help him to get his lesson. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs, and no more talents than before. If a larger or stronger boy has injured you, and is sorry for it, forgive him, and request the teacher not not to punish him. All the school will show by their countenance how much better it is than to have a great fist."

SUPERINTENDENT'S DEPARTMENT.

TO COUNTY SUPERINTENDENTS.

You will confer a favor by sending me as soon as published a copy of your Notices for Examinations; also, copies of such Circulars as you may cause to be published. Yours truly,

J. L. PICKARD, *Supt. Pub. Inst.*

MATHEMATICAL DEPARTMENT.

Another Solution of Problem 4.—Let $x =$ number of acres in the field, then $4\sqrt{160x} =$ the number of rods around it. According to the conditions of the question, these two quantities are numerically equal, and we have the equation $x = 4\sqrt{160x}$, which gives $x = 2560$, the required answer. EUNICE A. HUBBARD.

Solution of Problem 10.—Let $x =$ part to be credited on the principal, and $y =$ part required to pay the interest at 6 per cent. Then $x + y = 200$ (1), and $y = (500 - x)\frac{6}{100}$ (2). Subtracting (2) from (1) gives,

$$x = 170 + \frac{6x}{100}$$

$$\frac{94x}{100} = 170.$$

$$94x = 17000$$

$$x = \$180.85\tfrac{5}{47}$$

$$y = \$19.14\tfrac{42}{47}$$

GEO. L. BROWN.

Solution of Problem 11.—While the hour hand moves over any space upon the clock's face, the minute hand moves over 12 equal spaces and the second hand over 720. At the first time required, the hour hand having moved a certain space from the XII, the minute hand has passed over twelve similar spaces; the hour and minute hands are 11 of those spaces apart, and, consequently, according to the conditions of the question, the second hand is 11 spaces behind the hour hand, or 10 spaces back of the XII, which added to the 720 it has already traveled, makes 730 spaces upon the face, which the second hand will pass over in one minute. Therefore it is $\frac{720}{730}$ min. $= 59\frac{13}{73}$ sec. past 12 o'clock. Ans. (1).

In the second case as before, the hour and minute hands are 11 spaces apart, consequently, per conditions the second hand is $5\frac{1}{2}$ spaces ahead of the hour hand, or $6\frac{1}{2}$ spaces ahead of the XII, which $6\frac{1}{2}$ spaces the second hand has passed over twice. Subtracting this from 720 leaves $713\frac{1}{2}$ for the face, or 1 minute; hence the time is $\frac{720}{713\frac{1}{2}}$ min. $= 60\frac{780}{1427}$ sec. past 12 past 12 o'clock. Ans. (2).

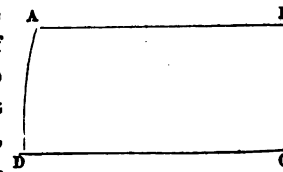
Thirdly, the second hand is 11 spaces past the minute, 22 past the hour, and 23 past the XII. $720 - 23 = 697$, $\frac{720}{697}$ min. $= 61\frac{683}{697}$ sec. Ans. (3). S. LITTLEFIELD.

Solution of Problem 12.—

A and B	will	meet in	35	days,	and in	any multiple of	35 days.
A and C	"	"	$17\frac{1}{2}$	"	"	"	$17\frac{1}{2}$ "
A and D	"	"	10	"	"	"	10 "
A and E	"	"	$7\frac{7}{9}$	"	"	"	$7\frac{7}{9}$ "

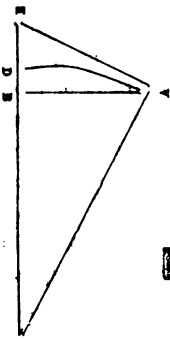
Hence they will all meet together in any common multiple of 35, $17\frac{1}{2}$, 10, and $7\frac{7}{9}$ days. The least common multiple of 35, $17\frac{1}{2}$, 10 and $7\frac{7}{9}$ is 70; hence they will all be together in 70 days, and in any multiple of 70 days.

P. BRONSON.



Solution of Problem 13.—Let C be the center of the circle, and AD a portion of its circumference. Draw AB parallel to CD, and CB at right angles to AB. Let x = the number of degrees in the arc AD, and assume $CD = 1$; then sin. $x = CB$, cos. $x = AB$, and $p\,x \div 180$ = length of the arc AD. ($p = 3.1416$.) The area of the space $A\,B\,C\,D$ = (sin. x cos. $x + p\,x \div 180$) $\div$ 2. Let $C\,B$ represent the distance which we are required to find; then it will be readily seen that 4 times $A\,B\,C\,D$ = one-third the area of the circle. Hence 2 (sin. x cos. x + p $x \div 180$) = $p \div 3$, or 2 sin. x cos. $x = p\,(30 - x) \div 90$. But 2 sin. x cos. x = sin 2 x; $\therefore$ 90 sin. 2 $x = p\,(30 - x)$. Solving this equation by approximation we find $CB = .26498$, nearly. Hence, when $C\,D = 12$, we have, $C\,B = 3.18976$, nearly.

SCHOOL TEACHER.



Solution of Problem 14.—Let C be the center of the earth, and $C\,A$ its radius. Describe the arc $A\,D$, and draw the tangent $E\,A$. Join $C\,E$, and from A draw $A\,B$ at right angles to $C\,E$. Let $m + n$ represent the earth's entire surface, and n the visible surface, as seen from the point E. Now suppose the earth to be an exact sphere, and denote its circumference by c; then will $c\,(C\,D - C\,B) = n$, and $c\,(C\,D + C\,B) = m$. (See Robinson's Geometry, page 215). Hence we have, $C\,D - C\,B : D\,C + C\,B :: n : m$. Put $x = C\,E$, and $r = C\,A = C\,D$; then by the similar triangles $C\,E\,A$ and $C\,A\,B$ we obtain, $x : r :: r :$ $C\,B = \frac{r^2}{x}$; hence $CD - CB = r - \frac{r^2}{x} = \frac{r}{x}\,(x - r)$, and $C\,D + C\,B = r + \frac{r^2}{x} = \frac{r}{x}\,(x + r)$. Consequently $x - r : x + r :: n : m$; therefore $x = \left(\frac{m + n}{m - n}\right) r$, and $x - r = \left(\frac{2n}{m - n}\right) r = DE$. Place $n = \frac{1}{3}\,(m + n)$: then $D\,E = 2\,r$.

L. C.

Solution of Problem 15.—Let x and $100 - x$ be the parts required; then $(100 - x)\,x^2 = 100\,x^2 - x^3 =$ maximum. Hence $d\,(100\,x^2 - x^3) = (200\,x = 3\,x^2)\,dx - o$; $\therefore$ $x = 66\frac{2}{3}$, and $100 - x = 33\frac{1}{3}$. L. C.

Solution of Problem 16.—The center of gravity in a triangle is in a line drawn from an angle to the middle of the opposite side; hence such a line in the given case is vertical, when it is drawn from the point of suspension to the center of the opposite side.

Put A at the point of suspension, B at the lower end of the base, C at the remaining angle and D at the middle of the base. Now $AB = 7$, $BC = 8$, and $AC = 6$, and since "in any triangle the sum of the squares of two sides is equivalent to twice the square of half the the third side plus twice the square of the line drawn from the middle point of that side to the vertex of the opposite angle," $AD = \sqrt{7^2 + 6^2 - 2)\left(\frac{8}{2}\right)^2}$ $= \sqrt{26.5}$.

Having the three sides of the triangle ADB, the angle DAB is found $= 34^\circ\ 21'\ 5''$, and in the triangle ADC the angle CAD is found $41^\circ\ 10'\ 16''$, and $ADC = 80^\circ\ 55'\ 8''$.

Now the compliment of $DAB = 55^\circ\ 38'\ 55''$ is the inclination of AB.
The compliment of $DAC = 48^\circ\ 49'\ 44''$ is the inclination of AC.
And the compliment of $ADC = 9^\circ\ 4'\ 52''$ is the inclination of BC.

S. L.

Problem 25.—A can do a piece of work in 10 days and 2 hours, when the days are 9 hours long, and B can do it in 13 days and 3 hours, when the days are 10 hours long; in what time can C do it, if he work 11 hours each day and do as much work in $\frac{3}{4}$ of a day as A and B can do together in $\frac{4}{5}$ of a day? D. C. TALBOT.

Bear Creek, Sauk Co.

Problem 26.—Four men A, B, C and D, purchased a horse, for which they pay \$137. A said to B, C and D, give me $\frac{1}{3}$ of your money, and I can pay for the horse myself; B said to A, C, and D, give me $\frac{1}{4}$ of yours, and I can pay for the horse; C said to A, B and D, give me $\frac{1}{5}$ of yours, and I can pay for the horse; D said to A, B and C give me $\frac{1}{6}$ of yours, and I can pay for the horse. How much money had each man? Z.

Required a lucid analytical solution.

Problem 27.—At what time, between 3 and 4 o'clock, do the hour and minute hands make an angle of 30 degrees with each other?

EDITORIAL MISCELLANY.

THE LEGISLATIVE PROSPECT.

As will be seen below, some important Bills are before the Legislature, touching educational matters. They will also take some action, it is presumed, in regard to the establishment of an Agricultural College, under the grant from Congress, and Resolutions of Inquiry as to the management of the State University have been introduced, looking in the right direction. Altogether the prospect is hopeful that educational interests will not be overlooked, while it is a common remark that we have the most intelligent legislature that has assembled for several years. The Chairmen of the Educational Committees, Senator McDill and Assemblyman Robbins, are regarded as good selections.

GRADED SCHOOLS.

This term is used both in a loose and popular sense, and in one which is more precise and technical. In the former it implies little more than that a school is divided into two or more departments under different teachers. In the latter, that the pupils, whether in separate departments or not, are carried along in a course of study by *grades* or steps, each grade covering a certain defined amount of attainment. A large village school may be organized in different departments, without any careful and intelligent grading, that being régulated perhaps more by the age or size of the pupils, or their having read through certain readers, or gone over certain books than by any proper system. On the other hand we may imagine, though it might be difficult to find, a large country school well graded and classified, so far as practicable, while all the pupils are instructed in one room by one teacher.

This subject acquires new interest in view of the possible—we hope we may say probable—enactment of a town organization of schools during the present session of the Legislature. We hope Mr. Pickett will continue his discussion of the subject and that it may come prominently before the Association at its next meeting We understand from the President, Mr. Allen, that he has a plan for giving this and some other matters a careful consideration.

It is obvious that schools may be much more effectually graded, if managed by one town board than if independent; especially if the town superintendent, or secretary of the town board, in connection with the corps of teachers under his supervision, carries out a plan made uniform for the county under the direction of the county superintendent, and he in turn carrying out a system adopted for the State.

It is no disparagement to any local officer or individual teacher to say that this matter needs to have the best possible combination of educational wisdom and experience brought to bear upon it, and should not be left to local action. A

present, although our schools are rudely or intelligently classified, almost no attempt is made to grade them—that is carry out a graduated course of study—except in villages and cities. And in these, no uniform system is attempted. In one place the schools may be well graded, the work of instruction going forward from grade to grade, like the successive divisions, chapters and sections of a well written treatise, while in others the whole matter is as confused as the order of chapters in Southey's whimsical book "The Doctor."

We will only add that a graded course of instruction should be based, not upon any such shallow foundation as a certain arbitrary selection and succession of text-books, but upon a consideration of the nature and wants of the child as a being requiring to be educated for citizenship here and in a "better country." The use of text boots at all, in elementary teaching, is an indication how elementary and undeveloped as yet is our whole system of primary education.

NORMAL SCHOOLS—HOW MANY?

A Bill is pending before the Legislature to provide for a Normal School. We do not know its precise features, but there are two general policies advocated: That of Maine, Massachusetts, Pennsylvania, Canada, etc., which is to provide for and establish a system or series of schools, and that of New York, and some other states, which rests satisfied, so far, with one. Of course one such school is better than none; but we sincerely hope that if any legislation is had, it will contemplate a system of schools, and be of such a nature as to invite and call out, sooner or later, local enterprize in several parts of the State. We think the State should embrace at least six Normal Districts; and if in the course of two or three years, even three such schools should go into operation—this is the number suggested by the State Superintendent in his last Report—in addition to the Normal Department of the University, each would be about as well attended as one. Each would naturally draw chiefly from its own surrounding region. The distance to be traveled and the facility for economizing in the matter of board, has considerable to do with the amount of attendance upon any school, while a little generous emulation would have as much more. We understand that at Milton, a very accessible location, where buildings are ready at hand, and where a hundred or more Normal pupils were trained last year, the trustees are ready to make the school over as a Normal School, if encouraged so to do. Other Institutions are probably ready to do the same. There should be a school or two at once somewhere on or near the La Crosse road—say at Horicon, Fox Lake, Portage or Sparta, and we earnestly hope to see Mr. Wernli's efforts encouraged so as to result in building up a school for the north-east part of the State. A school is needed somewhere along the Racine road, at Allen's Grove, Delavan, Elkhorn, Burlington, or thereabouts, to accommodate the south-east part of the State. The Normal Department of the University accommodates the south-west part, draws naturally from all parts, and wants only more teachers and its model and experimental schools. The latter can be supplied, and a needed act of beneficence performed, if the State will establish, near the Univer-

sity, a home for destitute orphans or children of our soldiers fallen or maimed in battle. This idea is worth consideration in connection with the establishment of a Normal School anywhere and may embrace also provision for the industrial training of such children, i. e., a farm, shops, etc.

Lest it might be thought that too many teachers would be educated if we had so many schools, it may be observed that if we had six schools, each with 200 pupils, and graduating 50 annually—a very large and liberal estimate—this would not be a fourth part as many new teachers as now enter the ranks every year in the State. In those states of Europe where Normal Schools are most abundantly supplied, there is one to every two hundred or two hundred and fifty thousand inhabitants, while there teaching is comparatively a permanent profession, and no one is allowed to enter upon it who is not educated and fitted for it. With the present short term of service among our teachers, ten schools graduating one hundred each annually, would yield a supply far below the demand.

But would a half dozen schools be patronized? We reply that all those young persons who design to teach do attend scores of high schools, academies, colleges, etc., all over the State, for a longer or shorter time, and very many schools have "normal classes" expressly for teachers. If then schools offering better facilities existed, there could be no doubt about their being attended.

How could they be supported? By State aid and tuition fees. The whole income from the Normal Fund with the whole of the State patronage of the Journal of Education—a Bill before the Legislature proposes to take most of it—would be a mere trifle to what the State ought to expend in providing our schools with competent teachers. It would be something however towards supporting a few competent Professors of Normal Instruction, and encouraging and drawing out the best teaching talent of the State, by making tuition free to a limited number from each "normal district," who should be selected, not by any body's recommendation, nor by lot, but upon a fair, open competitive examination.

Of course Normal Schools should be, when they can be, strictly professional schools. This will come in the—we hope not very far off—future. At present however, the mass of those who teach are and will be those who are yet learners—needing more or less elementary instruction and disciplinary training themselves; not matured enough in mind to study or grasp the real science of education, except in some of its lower and external aspects.

Next month we propose to say something of the difference between teaching as a Science and as an Art. At present we will say no more than that we may hope by and by to see a Normal Department in connection with the University, which, as a strictly professional school, shall furnish, as they are needed, principal and assistant teachers for our existing higher schools, and for the hundreds more of such schools that we hope to see spring up under a town system—each principals being made *ex officio* superintendents of the other schools of the town. This as Mr. Pickett suggests, will render it possible to carry out a systematic and nearly uniform plan of gradation and instruction for the schools.

SHALL WE HAVE THE TOWN SYSTEM?

As showing the views and action of educators and legislators in other States, and as a method of encouraging our timid friends to aid, by petition, in securing the enactment of the Town System this winter, we reprint some testimonials to its great superiority from States where it has been well tried. Not only is it in operation in the States named, but in New Jersey, Illinois, Iowa and the Canadas. Iowa had the wisdom, in framing her school-system, to adopt this plan from the outset. Indiana was the first of the western states, which started wrong, to retrace her steps. We hope Wisconsin will not be the last. Dr. Burrowes, editor of the Pennsylvania *School Journal*, who has served several terms as State Superintendent in that State, and whose intimate knowledge of the working of the Town System, as adopted there, gives his opinion much weight, thus speaks of Wisconsin in his last number:

"The School Department of this State is making vigorous efforts to have the *Township* system of school organization and supervision introduced. Having secured the County Superintendency, this is the next step toward effectual and vigorous local admininistration. As we understand it, Wisconsin is yet held back by the system of "district," or single school, organization—each school being disconnected from and independent of all the others in the Township. Under this arrangement there can be little of that improvement which arises from emuation, economy of effort and vigor of administration. We give it as our experience, that the Township system is the ground work of school success in Pennsylvania; and we therefore cordially wish success to this attempt to abolish the district system. In the argument on the subject in the January No. of the Wisconsin Journal of Education, prepared by Mr. Craig, assistant State Superintendent, the points are well stated."

OBJECTIONS TO THE COUNTY SUPERINTENDENCY.

A teacher sends us a chapter on this subject, which we decline to publish as it is somewhat too local in its references and would probably be construed by some Superintendents as a personal attack. We give the points made however, and reply briefly, as in so doing we may probably answer the objections of others:

1. The schools are not visited enough.

This is well known, and is to be remedied, not by abolishing the County Superintendency, but by adopting a town organization, with a town inspector.

2. The Examinations are no better than they used to be.

This may have been so in some instances, but it is certainly easier to find one competent examiner in a county than "thirteen"—the average number of towns made by our correspondent. If any county was foolish enough, at the behest of politicians, to elect an incompetent man, it was their fault. It might be well, with town superintendents restored, to have them sit with the county superintendent, in each inspection district, as a Board of Examiners.

3. Some superintendents, especially upon finding they could not be re-elected, neglected their duties.

This tells against the officers who did so, but not against the office. Moreover, the salaries are not enough to pay for the whole time and services of men in a proper degree professionally fitted for the work.

4. It costs more than the town superintendency did.

May be so. A good reaper costs more than "thirteen" cradles, but the reaper is the best and cheapest in the end, and if a farmer buys a cheap reaper, made of poor iron and unseasoned timber, and if it proves worthless, he has himself and the one who swindled him to blame, but should not condemn reapers in general. Every thing worth having costs something. To have our schools properly taught, we must have competent and trained teachers, and their services must be properly paid for. To have them properly looked after, we must have suitable supervisory officers, state, county and town, and their services must be properly paid for. We haven't a particle of patience with the ever-recurring complaint of expense for educational interests, when so much money is lavished or wasted in other directions.

NON-ATTENDANCE—WANT OF ROOM.

The suggestions below, addressed to the State Superintendent, are worthy of attention:

"A matter pertaining to this county in particular I perceive is general throughout the State; that is—a great difference between the numbers of children (4–20) in the State, and the number attending school. The former—320.965, and the latter 215.163. Thus we have about 33⅓ per cent. of non-attendants.

In this place, (Superior City) we have 153 children (4–20) and 110 attendants—or about 28 per cent. absentees. However it may be in other places—in this the non-attendants have an excuse, in the want of room and good school houses. We have three—one old log house long since abandoned, one pleasantly situated, with seats and room for thirty pupils, and the third within twenty feet of a horse stable, and seats for forty-five, and a rented room for juveniles, having 25 attendants.

Is it not probable, that throughout the State as is the case here, there is a great deficiency of school room?

Our laws require a certain number of months' school, at least, to entitle the District to the State's munificence. Why not also that the District shall have ample cleanly school room? And permit me to urge such provision by law as shall meet this want of good houses and ample room for all the (4–20) children.

Your fund is augmenting, and the income should be made to prompt a laudable pride in every District to construct good school houses with ample room both inside and *outside*, or, withhold the public money as you would if no school was kept.

THOS. CLARK, Co. Supt.

OUR WANTS.—The words below, from one of our ex-Superintendents, are just to the point:

* * * * "Although I do not now belong to the grand army of school officers, I yet claim to have the same interest in the public schools of Wisconsin as before, and shall watch their advancement with interest.

There is some legislation needed, in my opinion, before the law works smoothly, and we cannot progress much until that is supplied. We want a town system, and then three or four Normal Schools where our teachers can learn not only *what* to teach, but what is of as much importance, *how* to teach.

Respectfully Yours, P. S. ELWELL."

West Salem, Feb. 1.

RACINE COLLEGE.—The disaster in which Park Hall, the North Building, was burned January 15th, has called renewed attention to this Institution. Says a Milwaukee paper:

"Racine College is one of the most flourishing institutions of our State, and an object of real pride to our sister city. It has won, young as it is, a reputation among the members of its own Church at least, as wide as the country. The buildings were filled to their utmost capacity. And even then the second story of the gymnasium had been fitted up temporarily for students' rooms. The burning of Park Hall, putting aside the pecuniary loss, will be a great embarrassment on this account alone. Of course the building will be soon restored. There were large plans on foot for a great increase, by a new building, much larger than any of the kind in the State, during the coming summer. The energetic Rector, Dr. DeKoven, and the Trustees, will have this additional load to carry, but we doubt not they will succeed."

INSTITUTE FOR THE BLIND.—The Fourteeth Annual Report of the Trustees and the worthy Superintendent, exhibits a prosperous condition of this Institution. Its object is to "secure literary, industrial and musical training" as well as the general well-being of the unfortunate pupils. Among the new teachers, we observe the name of Miss H. G. Daggett, formerly in the Union School at Horicon. The Examining Committee present at the close of the last term, report very favorably as to the literary and musical proficiency of the pupils, their general good management, and consequent happiness and contentment. Inquiries should be addressed to THOS. H. LITTLE, Superintendent, Janesville, Wis.

LANCASTER INSTITUTE.—Since the entrance of the late Principal, Mr. D. G. Purman, upon his duties as Superintendent of Grant Co., this Academy passes under the charge of John J. Copp, A. B., a graduate of Amherst College. Mr. Copp we learn, has had several years' experience in teaching, part of the time in the west, and comes well recommended as a scholar and successful teacher, and Christian gentleman.

TREMPEALEAU Co.—By the *Transcript* we see that the Teachers' Association held a session at Galesville, February 5 and 6. Supt. Gilfillan, Professors Cheney and Farber, and Messrs. Peet, Davis, Daniels and other teachers took part in the exercises, which seem to have been of a useful and practical character Rev. W. H. Brocksome lectured on Geology. Mr. Whiting was the only appointed Essayist who was prepared.

GREEN BAY.—The *Advocate* speaks highly of the condition of the schools in that city, under Mr. W. Reynolds and the other teachers, saying they were never so prosperous. Mr. Reynolds is recently from Massachusetts.

MILWAUKEE.—We have chanced upon the Report of the School Board for the last school year. "The school-houses in the Second, Fifth, Seventh, Eighth and Wards are beautiful structures, and will compare favorably with those of any city." The other four wards are not so well supplied yet. The Principals of the several ward schools, during the year, were Messrs. Leander Stone, W. M. Bristol, F. C. Pomeroy, J. McAlister, J. E. Bateman, G. B. Seaman, S. K. Martin, E. M. Peet, O. M. Baker. and L. Hillmantel, with a corps of 57 other teachers; while five detached schools, accommodating particular neighborhoods, employ 6 additional teachers—a total of 73. Mr. Bateman, a highly esteemed teacher, died during the year, Mr. Seaman succeeding him, and Mr. Bristol removed. Mr. Pomeroy has been in service twelve years—a sufficient indication of the estimation in which he is held. The Principals of the ward schools employed for the current year are Messrs. Stone, T. N. Wells, from Walworth Co., Pomeroy, Martin, Seaman, C. E. Spinney, from Oconomowoc, Peet, Baker and Hillmantel; the new incumbents being Messrs Wells and Spinney. Two Silver Medals were bestowed in each ward last year upon the best pupils—the gift of E. D. Holton, Esq. The High Schools still remain closed.

WATERLOO ACADEMY.—We have received a Circular from which we learn that this school is auxiliary to Lawrence University, and is in charge of Rev. A. M. Stephens as Principal. It has Primary, Normal, Classical and Commercial Departments. The Spring Term opens on the 8th instant.

BRUNSON INSTITUTE.—This Institute, pleasantly located at Point Bluff, and overlooking the Wisconsin river and some of the most beautiful scenery of our country, we are informed is in a very flourishing condition, notwithstanding unfavorable influences of the war.—*Adams Co. Press.*

POETRY.—The article by "N. N." has poetic merit, and is creditable to the heart of the writer, but is defective in the metre in too many lines for publication. If the writer's name is forwarded, we will return the article, if desired, with a suggestion or two.

MASSACHUSETTS vs. MARYLAND—SLAVERY vs. FREEDOM.

Mr. Robert J. Walker, in an article in the *Continental Monthly*, on the Finances and Resources of the United States, points out the disadvantages of slavery in an economic point of view, and to this end contrasts Massachusetts and Maryland, the latter having great natural advantages over the former in climate, soil, position, salubrity, and 11,000 square miles against 7,000. After showing how Massachusetts has outstripped Maryland in population and all material advancement, he says that in 1860, Massachusets had two hundred and twenty-two newspapers and periodicals, of which one hundred and twelve were political, thirty one religious, fifty-one literary, twenty-eight miscellaneous, while Maryland had only fifty-seven, all but one or two political. Massachusetts had three thousand six hundred and seventy-nine public schools; Maryland nine hundred and seven. Massachusetts had eighteen hundred and sixty-one adults who could neither read nor write; Maryland thirty-eight thousand four hundred and twenty-six, *exclusive of her slaves.*

"Slavery, then," he says, "the census proves, is hostile to the progress of wealth and population, to science, literature and education, to schools, colleges and universities, to books and libraries, to churches and religion, to the press, and therefore to free government; hostile to the poor, keeping them in want and ignorance; hostile to labor, reducing it to servitude, and decreasing by two-thirds the value of its products; hostile to morals, repudiating among slaves the marital and parental condition, classifying them by law as chattels, darkening the immortal soul, and making it a crime to teach millions of human beings to read or write."

JOTTINGS.

The State election ordered in Louisiana by Gen. Banks for February 22, included a Superintendent of Public Instruction. ——— Gen. Butler has established public schools in his Department in Eastern Virgina, after the Massachusetts plan, and a daughter of John Brown is teaching "freedmen" at Fortress Monroe. ——— In Western Virginia a Public School system has been provided for, and the appointment of a State Geologist is urged. ——— The Legislature of Kentucky are paying much attention to education,—which would seem to be needed from the following "Notiss," posted at a school-house near Frankfort: "No swearin, cussin, or running about luse, or hollerin in this scull." ——— A school for the children of refugees has been opened at Bridgeport, Ala. ———In Washington, 3000 children are under public instruction, by 54 teachers, and an effort is on foot to provide instruction for some 6000 colored children. ——— In New Orleans the public schools are vastly improved, English alone is now taught and the colored children are found to learn quite as fast as the white. ——— Iowa has incorporated an association to provide for the destitute orphans of her soldiers who have fallen in battle, and a plan is on foot in New York for a similar institution, at Suspension Bridge.

The Legislature of Minnesota has made an appropriation to re-open the Normal School at Winona. ——— In Iowa, Institutes were held 1863, in 61 counties, at an expense of $3,050, or $50 to each institute, the amount authorized by law. Why does'nt Wisconsin do someting for Institutes? ——— Prof. Hoss, editor of the *School Journal*, is a prominent candidate for the office of State Superintendent in Indiana. ——— The Normal School at Edinboro, Erie Co., Pennsylvania, has 265 pupils, and a corps of 10 teachers. It was the second school of the kind organized in that State, under a law which provides for no less than twelve. Prof. J. A Cooper is Principal. ——— New Jersey has 687 000 school children, and expended $363,000 for school purposes last year. ——— The Connecticut *Common Schoo Journal* commences Vol. XII and a new Series, under its former editor, Mr. Northend, with a corps of fifteen contributors ——— J. D. Philbrick, Esq., who visited us last summer at Kenosha, has been appointed a member of the Board of Education in Massachusetts. ——— The second Normal School in Maine is to be established at Castine.

The friends of Waterville College, Me., are making an effort to raise $100,000 for its benefit. ——— At Harvard University it is proposed to make the Theological Department general, by inviting each denomination to sustain a Professor of its own tenets; the practice of "hazing" the freshman is to be seen to; the price of tuition has been raised from 75 to 104 dollars per annum; the productive property of the institution is worth $1,627,463.55. ——— Brown University has made several changes in its corps of Professors. ——— It is proposed to build an astronomical observatory at Rutger's College, and a valuable telescope has been presented for it. ——— Norwich University, Vt, where Capt. Patridge had his military school, keeps up the military feature and is becoming popular.

Prepartions are making, or at least are talked of, for celebrating the ter-centenary of the birth of Shakspeare (April 23), both in England and this country. ——— A Bureau or office of Translation, from and to eight different languages, has been opened in New York by Mr. Leander Scott. ——— Brownson's Review (Romish) has ceased to be theological and has become entirely political and literary; a literary paper is published in New Zealand, and a comic one is proposed at Leipsic, Germany, under the title of "Mixed Pickles." ——— Dr. Bullions, a Scotchman by birth, and author of English, Latin and Greek Grammars, died recently at Troy, N. Y., and about the same time, Prof. Scammon, of Chicago University.

CALIFORNIA.—We acknowledge the receipt from A. H. Goodrich, Co. Supt., of an excellent Programme for an Institute in Placer county, to be held in April. In this State there is a County Board to examine teachers.

The progress of knowledge is slow. Like the sun, we cannot see it moving; but after a while we perceive that it has moved; nay, that it has moved onward.

BOOK NOTICES.

A NEW WORK.—Messrs. J. B. Lippincott & Co., Philadelphia, have in press, and will issue soon a new educational work, entitled "School Economy: a treatise on the Preparation, Organization, Employments, Government, and Authorities of Schools; J. P. Wickersham, A. M., Principal of the Pennsylvania State Normal School, Millersville. In one volume, 12 mo.

This work, which will be complete in itself, is intended as the first of a series upon kindred subjects, and from the experience of Mr. Wickersham during the past eight years in a Normal School, and his reputation as a teacher, we expect a valuable contribution to educational science.

THE MAINE MONTHLY, is the title of a proposed periodical, the first number of which is announced to appear March 1. It is to supersede the "Maine Teacher and School Officer," is to be twice the size of that, and is to be a literary rather than a merely educational magazine though education is not to be neglected. We wish it all success, and think Mr. Weston, the present editor of the "Teacher" and the future editor of the "Monthy," is the man to make it succeed.

ARTHUR'S HOME MAGAZINE, Vol. XXIII, 1862. We have not received the January and February numbers of the new volume, but the March number shows that it continues to be the same acceptable and refining companion for the domestic circle as heretofore. The Premium Plates given to single subscribers and club-getters this year are, "Evangeline," and the "Mitherless Barin." Published by T. S. Arthur & Co., 323 Walnut St., Philadelphia, at $2 per annum. Two copies for $3. Three for $4, and four for $5, with a *Premium Plate to the getter up of the club* in each case. In ordering the premium, 3 red stamps must be sent to to prepay the postage on it. Club subscriptions need not all be to the same office.

AMERICAN PHRENOLOGICAL JOURNAL.—Either Phrenology has a defective basis as a science, or the scientific world is slow to appreciate its claims. Nevertheless the above periodical is interesting and instructive, and beautifully illustrated. Its Biographical Sketches are unusually attractive. The last number, (January) contains a sketch of Hon. W. H. Wells, of Chicago, and begins Vol. 20. Publisned by Fowler and Wells, New York, at $1.50 a year.

TEACHERS' SONGS: A collection of Music for Teachers' Meetings' Conventions and Associations. By Charles Ansorge, Teacher of Music in the Chicago High School; and Geo. F. Root. Chicago: Published by Root & Cady, 95 Clark street, 1864. (29 pp.)

We are not a nation of singers, and never shall be, till, acting on the Prussian maxim that what is to appear in the national life must be taught in the schools, we introduce singing there as an essential branch of education. Nor will teachers generally be singers, till it is generally required of them as a qualification for the profession. Of the music in the collection before us we do not profess to be a competent judge. It contains several well known and popular Pieces, including the standard patriotic songs. The reputation of the compilers is a sufficient guaranty for the rest. The publication has resulted partly from the resolutions passed at the National Convention in Chicago last ummer, and which many of our readers will recollect. The present issne is experimental, and is only Part I of what will be a larger collection if the enterprise is sustained. We recommend our musical friends to help it forward. The "songs" are chiefly devotional and patriotic as they should be, and not school-masterish. The attempt to poetise the school room has never been very successful.

A CATECHISM OF CHRONOLOGY: being an easy introduction to the study of history, for the use of children. Compiled by Michael O. Sullivan, Rochester, Wis. 24 pp. 16 mo. Price 25 cents.

This useful little Manual having been submitted to our State Superintendent before publication, he speaks of it as follows:

"I have examined your manuscript carefully, and have submitted it to the careful criticism of several gentlemen here who are competent to judge. We all agree that the plan of the little Catechism is very good; the compilation is desirable and very carefully made; I know of nothing like it yet published; it will conflict with nothing; it is a very concise compilation of value to every reader of History."

While concurring in the above, we think the interests of both author and the school children for whom it is designed would be promoted by putting it at a lower price.

THE SCHOLAR'S DIARY; designed for the use of all who go to school. By Emory F. Strong, Principal of the Public High School, Bridgeport, Conn. Published by Schermerhorn, Bancroft & Co., 596 Broadway, New York.

The practice of keeping a Diary at School has many things to recommend it. It cultivates, in a natural way, the habit of composition and the power of expression, and forms a pleasing record of the past. The little book above named contains a specimen or example of a Diary; rules and maxims for pupils; subjects for composition; rules for capitals and punctuation, and ruled blank pages sufficient for a term. Specimen copy pre-paid, 15 cents; price per dozen, $2.

The *Atlantic Monthly* for March is an interesting number, and contains articles entitled The Queen of California; The Brother of Mercy, by John G. Whittier; Ambassadors in Bonds, by Caroline Cheesboro; Wet-Weather Work, No. V, by Donald G. Mitchell; Part 2, on the Relation of Art to Nature, by J. Elliot Cabot; Our Classmate, by Oliver Wendell Holmes; Whittier, by D. A. Wasson; A continuation of The Convulsionits of St. Medrad, by Robert Dale Owen; another "House and Home Paper," by Mrs. Stowe; Song, by Alice Cary; Our Soldiers; William Makepeace Thackeray, by Bayard Taylor; The Peninsular Campaign, and the usual reviews and literary notices.

THIRD BIENNIAL REPORT of the Secretary of the Board of Education of Iowa for 1862-3. By Hon. Oran Faville, Acting Secretary.

This exhibit of the educational progress of our sister state embraces the Report of the previous Acting Secretary, Hon. H. A Wiltse, and abstracts from the Reports of the County Superintendents, and is accompanied by a pamphlet containing a brief Report from the Secretary of the Board, Hon. Thos. H. Benton, who is in the army. Altogether much interesting matter is presented, to some of which we shall recur hereafter. Until within the last six years, the Reports were made annually.

THIRTEENTH ANNUAL REPORT of the Superintendent of Common Schools of Pennsylvania, for the year ending June 4, 1863. By Hon. C. R. Coburn, State Superintendent.

This Document presents very conclusive evidence of the advancement and prosperity of the Common Schools of Pennsylvania, under her compact and well worked system. A Report is appended, from the Deputy Superintendent, S. P. Bates, Esq., who had a special field of labor, in visiting the Institutes and canvassing the condition of the Colleges, Academies and High Schools of the State; also, the usual Reports from the County Superintendents. We can only add that we have marked several matters for future reference.

THE

Wisconsin Journal of Education.

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HON. WM. H. WELLS.*

William Harvey Wells was born in Tolland, Connecticut, February 27th, 1812. His father was a farmer in moderate circumstances, and the son lived at home, working most of the time on the farm, and attending a small district school for a few weeks each winter till the age of seventeen years.

He now manifested an irrepressible desire for improvement, and often entreated his father to allow him the privilege of attending an academy. He had already commenced the practice of keeping a diary, and for a period of nearly twelve years he did not omit a single day to make entries.

His ardent desire to enjoy higher and better advantages was at length gratified; and though he was obliged to labor daily with his hands to meet the expense of his board, his tasks, both in school and out of it, were performed with a light heart, and life opened bright before him.

The fall and winter of 1829-30 were spent at an academy in Vernon, Conn., under the charge of Theodore L. Wright, A. M., afterward the distinguished principal of the Hartford Grammar School. It was here, at the age of seventeen, that he was introduced for the first time to the study of English Grammar. But we prefer to let his teacher speak for him:

"Early in the term," says Mr. Wright, "I noticed, with daily increasing interest, peculiar characteristics and developments in young Wells. It was soon manifest that he had entered the school with a determined purpose of making the most of his time and opportunities.

* This Biographical Sketch appeared originally in Dr. Barnard's American Journal of Education, and is republished, with some additional facts, in the January number of the American Phrenological Journal, from which we copy it.—EDR.

"Fresh in my recollection as if it were but yesterday, is that *earnest*, honest, persevering expression of countenance, habitual from day to day, and kindled with a glow of enthusiastic delight, as often as a new truth in literature or science was brought to his clear comprehension.

"After two terms at the academy he left, and for a short time engaged in teaching a district school. I was soon called to a new position at East Hartford, in an English and classical school, and such were the favorable impressions made on my mind by young Wells, that I broached to him the suggestion that he should commence a course of study preparatory for college."

Mr. Wells, in accordance with the suggestion of Mr. Wright, commenced a course of study with the design of entering college. By his own efforts he defrayed the expenses of board and tuition, and with all the ardor of his nervous temperament applied himself to study. But the undertaking was too severe for him, and at length his eyes became so seriously affected that he was obliged to abandon his favorite project, just as his preparatory course was nearly completed. He was afterward employed a part of his time in assisting Mr. Wright. "In this situation," says Mr. W., "he early exhibited that peculiar tact for teaching which has since more manifestly proved that his profession for life was wisely chosen. He continued his efforts as assistant for two years, and during this time he inspired in my mind a confident anticipation of his eminent success as an educator of youth. He at this time determined to make teaching his profession, and, at my suggestion, went to the Teachers' Seminary at Andover, Massachusetts, in order better to qualify himself for his chosen vocation. The advantages of this school proved highly serviceable to him, and after remaining at Andover a few months he returned to assist me."

A circumstance that occurred in his early history as a teacher is worthy of mention, as illustrating a predominant trait in his character.

Among the classes which he was called to instruct was one in Algebra, composed mostly of older pupils. Though he had previously studied the text-book, there were several problems in it which he had never been able to solve. There was one in particular on which he had already tried his strength several times without success. His class was now rapidly approaching this problem, and he felt the necessity of being prepared for any emergency. He therefore set himself at work in earnest, and devoted several hours to the unsolved problem; but still the desired result seemed as far from his grasp as ever. Mortifying as the alternative was, he decided at length to go to one of the teachers of the school and ask for assistance. This individual kindly engaged to examine the question, but remarked that, as it had been some time since he reviewed that por-

tion of the book, the mode of solution might not readily occur to him. The class had already reached the section in which the difficulty occurred, and there was no time to be lost. After one or two days the problem was returned to him without a solution. What could be done? To go before his class and acknowledge that he was unable to master it, would be to lose caste at once. The necessity of the case suggested one more expedient. He had a friend in an adjoining city who was quite distinguished as a mathematical teacher. To the house of his friend he resolved to direct his steps; but on arriving, he learned to his utter confusion that his friend had left home and would not return for several days. His last hope had fled. With a burden of chagrin and mortification that was almost insupportable, he commenced retracing his steps. "What," thought he, "does all this mean?" After walking a few moments in silent meditation his emotions found audible utterance. "I *can* solve the problem," he said, "and I *will* solve it." He went to his room, and seating himself at his table, he did not rise till the task was accomplished. He has often alluded to this single triumph as of more real value to him than a year of ordinary study. It caused him to know his own strength, and taught him to think, and to depend upon his own resources.

It has been previously stated that Mr. Wells had for a long time connected himself with the flourishing Teachers' Seminary at Andover, then under the charge of Rev. S. R. Hall, the well-known author of the volume of "Lectures on School-Keeping." During the eight months that he passed here, he gained the confidence and respect of the principal to such a degree that he was, in less than two years after leaving, invited to return and assist Mr. Hall in the instruction of this seminary. This was a field congenial to his tastes, and here he continued to labor through the various fortunes of the seminary for a period of eleven years, from 1836 to 1847, his attention for most of this time being divided between the general department of the school and the special or teachers' department.

While connected with this seminary he was accustomed to discuss before his teachers' classes, from year to year, the principles of Grammar in connection with a careful analysis of Milton and other poets. In his course of English reading, which was carried forward at the same time, it was his practice to mark such examples as would be most serviceable in testing or illustrating these principles. Several hundred volumes of standard English literature were read in this way, during a period of about nine years, and many thousands of examples noted and classified for this purpose. The result of these investigations and comparisons was fully embodied in his "School Grammar," which was first published

in 1846; and up to the present time nearly three hundred thousand copies have been issued.

In the summer of 1847, Mr. Wells was elected principal of the Putman Free School, Newburyport, Mass. This institution was founded by the munificence of Oliver Putman, a native of Newburyport.

Though Mr. Wells was elected in the summer of 1847, he was not expected to enter upon his duties in Newburyport till the spring of 1848. Soon after his election he resigned his position at Andover, in order that he might secure a few months of relaxation before entering his new field of labor. But it is no easy matter for a thoroughly live educator to cease from work, and hence Mr. Wells might be found enjoying his vacation by assisting Mr. Barnard, then Superintendent of Schools in Rhode Island, in conducting Teachers' Institutes. He also rendered much of the same kind of service in Massachusetts and New Hampshire.

In April, 1848, Mr. Wells entered upon his duties at Newburyport full of hope, and during a period of six years he labored with his wonted zeal, and his efforts were crowned with abundant success. The school became one of the prominent attractions of the beautiful city in which it was located. From the outset, the "Putman Free School" was an institution of rank and influence. It was well supplied with illustrative apparatus, and Mr. Wells gave an extended course of experiments every year, in chemistry and natural philosophy. These lectures and experiments were attended by a large number of citizens with manifest satisfaction and profit.

Another branch to which he gave special attention was astronomy. His instructions in this branch were always accompanied with evening observations of the heavenly bodies, and each member of the higher classes was required to present at least one original calculation of an eclipse. He procured at his own expense an achromatic telescope, with an object-glass five and one-fourth inches in diameter, and a focal length of seven feet and three inches. This instrument he still retains for his private use.

For many years Mr. Wells was one of the most efficient members and officers of the Essex County Teachers' Association, of which he was an honored President for two years.

He was one of the founders of the Massachusetts State Teachers' Association, of which he was President for two years. His efforts in behalf of this organization were always judicious and earnest. He was one of the projectors and early editors of the "*Massachusetts Teacher.*"

In 1854, the Massachusetts Board of Education manifested their appreciation of Mr. Wells' worth as an educator by placing him at the head of the Westfield State Normal School. Under his direction the

school rapidly increased in numbers, and in less than two years the Legislature deemed it necessary to make a special appropriation for enlarging the building.

Though Mr. Wells remained at Westfield only two years, it was sufficiently long to enable him to leave his impress upon the institution, and to secure the highest regard and confidence of the Board of Education and the friends of the school. His system of combining the practice of teaching with the study of the different branches is worthy of special notice; not because it was peculiar to this school, but because it here received more than usual attention, and because in some normal schools its importance is believed to be under-estimated, especially in the lower classes.

On commencing his labors at Westfield he felt the need of counsel from others engaged in the same field of labor, and wrote to several normal teachers, suggesting the expediency of calling a meeting of Normal School Teachers for the purpose of mutual consultation and aid. The proposition was favorably received, and he accordingly sent letters of invitation to the principals of the different normal schools in the country to meet in convention at New York, in connection with the National Teachers' Association. A meeting was held on the 30th of August, 1855, and from this originated the present "American Normal School Association."

In May, 1856, Mr. Wells resigned his position at Westfield with a view to accepting an appointment as Superintendent of Public Schools in Chicago, Illinois, and on the 1st of June he entered upon the discharge of his new duties. This was a highly important position, and one well fitted for the full exercise of Mr. Wells' mind and energies.

Of the efforts of Mr. Wells in his present situation, we can only present the following testimony from Luther Haven, Esq., President of the Board of Education of Chicago—a gentleman who has been untiring in his efforts to improve the schools of his adopted city.

"Mr. Wells brought to the service of the Board of Education, and to the interests of the schools, all those admirable traits of character which had tended so greatly to enhance his success and usefulness in every position he had previously occupied, and these traits he has devoted with untiring industry and perseverance, with all the powers of his well-trained mind, to the building up of our public schools, and placing them in such a condition as to command the confidence and support of our whole community. His labors have been eminently successful. For the high position now held by our schools in the estimation of our whole community, for the harmony and good feeling now existing among all parties in

relation to them, we are indebted, in no small degree, to the prudence, care, kindness, and firmness of Mr. Wells. To sum up in a very few words, his doings have been abundant and satisfactory—his success eminent and enviable."

But the influence of such a man can not be confined within town or city limits. He was one of the first members of the Illinois State Board of Education, elected for a period of six years, and he has rendered valuable and judicious aid in the establishment of the Illinois State Normal School, and in promoting the best interests of popular education in the State.

Mr. Wells justly may be classed with what are called self-made men. B. B. Edwards, in the essay prefixed to his "Biography of Self-taught Men," says: "Men of this class have the faculty of clearly communicating their knowledge to others. In this respect they make excellent teachers. They have worked their own way up the steeps of knowledge, and they can point out the path in which they came."

It was a cardinal principle of Mr. Wells' during his whole course as an educator, that the teacher's highest mission is not to impart instruction merely, but rather to rouse and call forth the pupil's own energies. He well knew what obstacles lie in the scholar's path, and also how to surmount them. Many a desponding pupil has been quickened and cheered on to successful effort by the kind words of Mr. Wells, calling them through the devious and difficult paths he had himself walked, up to positions of usefulness and honor.

In the summer of 1862 Mr. Wells issued a volume entitled "The Graded School," for the use of teachers and school officers, embodying a classified course of instruction for schools of every grade. Of the many excellent volumes that have been prepared for the use of teachers and school officers, few, if any, have been more favorably received than this.

In March last, after holding the office of Superintendent of Schools in Chicago for a period of seven years, he was unanimously re-elected for a term of two years, with a salary of $2,500 per annum.

At a meeting of the National Teachers' Association, held in August last, he was elected President of the Association for the current year.

The three most difficult things are—to keep a secret, to forget an injury, and to make good use of leisure.

We often take a rebuke patiently from a book, which we can not endure from a tongue.

HOW TO BOTH TEACH AND GOVERN.

Mr. Editor:—It is a common complaint among teachers that it is very difficult to maintain order, and at the same time conduct a recitation *properly*. An old teacher remarked to me that he gave up teaching for this reason. He could not maintain good order during a recitation without having his attention frequently taken from the class to reprimand or punish a scholar, who improved the opportunity to make disturbance. Said he: "I get a class interested in an explanation, get to the point where a few words will make all plain, when some scholar makes disturbance, and I am obliged to stop short in the explanation; and" he added, "it takes a long time to attain to the same point again."

This is a serious evil, and one which should be remedied. And it may be, if scholars can be made to govern themselves.

I propose the following plan, which I think will greatly aid the teacher in his work. Let each scholar provide himself with blanks, similar to the following:

MORNING.

	Mon.	Tues.	Wed.	Thur.	Fri.	Deductions.
Attendance,	5	5	1	0	5	Whispering, 5
Arithmetic,	5	4	5	0	5	Spoken to by Teacher, 5
Algebra,	4	5	4	0	4	
Spelling,	3	5	5	0	3	
Deportment,	5	3	5	0	5	
	22	22	20	00	22	10

AFTERNOON.

	Mon.	Tues.	Wed.	Thur.	Fri.	Deductions.
Attendance,	5	5	1	0	5	Whispering, 5
Reading,	5	4	5	0	5	Spoken to by Teacher, 5
Grammar,	4	5	2	5	4	
Geography,	4	1	3	0	1	
Spelling,	5	4	4	0	3	
Deportment,	1	4	3	0	2	
	24	23	18	5	20	10

Each scholar should keep his own deportment, and at the end of each week hand in his blank to the teacher, who can, if he chooses, send it to the parents. If the scholar is present, punctual, has perfect lessons, and conducts himself properly, let him mark all 5. When absent mark 0; when tardy, 1. Every time he whispers, is spoken to by the teacher for an offence, or has no lesson, let him deduct 5. The teacher can decide how each lesson should be marked, and inform the class before leaving the recitation bench.

Then let the teacher offer a pleasing and valuable prize to him who

obtains the highest number of marks, and he will find that the scholars will take pride in conducting themselves properly, and strive earnestly for the promised reward. Every thinking person can see that great benefit may thus be derived by both teacher and scholar.

Does some believer in the doctrine of total depravity think that scholars will resort to unfair means, if left to do this themselves? Teachers trust their scholars too little. Love and trust the scholar, and he will love and try to please you. Teachers, try it! AZIOU.

Madison, March 9, 1864.

PHONOTYPY.

Mr. Editor,—I notice an article on Phonetics, Phonotypy, and Phonography, in No. 8 of the Journal, by "An Advocate of the Phonetic Reform." Concerning his remarks on Phonetics and Phonography I have nothing to say, but his style of treating Phonotypy, deserves a passing notice.

He finds Pitman's alphabet repulsive, but has no thought that any of Comstock's letters are unattractive. Now that is a remarkable declaration for one who professes to be posted in Phonographic and Phonotypic matters. How a man can be practically acquainted with the beautifully legible works of Pitman, and with the eye-harrowing ones of Comstock, and come to any such conclusion, is one inscrutable mystery. He says, "for some years I have heard and read occasionally of Pitman's Phonetics, but I have heard no allusion to Comstock's for ten years." It strikes me that he should do something more. Let him become a practical reader of Pitman's Phonotypy, and a writer of his Phonography, both long and short-hand, and his difficulties will be very likely to vanish in empty air.

He seems to think that Comstock's alphabet remains unknown because of Pitman's. Well it is a very remarkable circumstance, that an alphabet as ugly as sin, like Comstock's should sink into the waters of Lethe, when compared with a good working alphabet, like Pitman's.

Koshkonong, Nov. 20, 1864. D. P. LANE.

[As both our friends have expressed their preference as to a phonotypic alphabet, that point may as well be dropped, so far as it is a question of taste. The general subject of such an alphabet is one however which has been occasionally discussed in the Journal, and is open for further discussion. The educational and literary world seem disinclined thus far to admit that the adoption of something better than our present imperfect alphabet is desirable or practicable.—EDR.]

A GLANCE AT PESTALOZZIANISM.

BY LOWELL MASON, MUS. DOC.

There are two leading principles of action in accordance with either of which the teacher may proceed in the work of instruction and education, the deductive and the inductive. These terms, which are well understood as employed in logic and philosophical discussion, are used with similar signification in connection with the process of teaching. Guided by the principle of deduction we proceed from generals to particulars, from the greater to the smaller, from the whole to parts; but by the principle of induction we change this order and proceed from particulars to genrals, from the smaller to the greater, or from parts to the whole. By the deductive we separate or divide a whole into its elements; but by the inductive we bring together the elementary parts and gradually build up a whole. The one is to the pupil analytic, the other synthetic. By the deductive the pupil proceeds from the abstract or scientific formula, down to the concrete or practical; but by the inductive he ascends from the concrete or practical to the abstract or scientific. In ordinary school work we proceed according to the deductive when we depend upon such foregoing rules, tables, or definitions as have grown out of the previous investigations of others; or when such rules, tables, or formulas, are given to our pupils, either orally or in a book, they being required to commit them to memory, and then to descend from them to elementary particulars, or in accordance with which they are required to solve a problem; but by the inductive the pupils are first led to a personal observation of elementary facts, and from them to ascend to the general or comprehensive knowledge of the whole. In the former the car of a student-traveler glides smoothly along on the track already well laid by skillful and experienced engineers; yet in this way he will be likely to acquire but a very superficial knowledge of the country through which he passes; but in the latter he is himself required to clear the way, grade the road, lay down the rails and make a way for himself; he thus, necessarily, becomes acquainted with the mountains and valleys, obstructions and difficulties of the course; he knows the road.

The deductive has been, until of late years, almost the exclusive principle for school guidance, and is still supposed to be mostly so; the inductive, although well known in theory, has, as yet, made but little progress in practice; it was never applied to ordinary school-teaching, so far as we know, until the time of Pestalozzi, to whom belongs the honor of having commenced this work. It shall be our present aim to describe (so far as we may be able to do this in mere words) the inductive or Pesta-

lozzian manner of instruction, or to point out some of those leading principles, which, in their incipient application to the circumstances of primary and common schools, may be traced to the efforts of the "great Swiss School Reformer." These, springing as they do from nature, or from the constitutional organization and condition of man, may be regarded as belonging to the ground work, both of the art of teaching, and science of education; they are principles, therefore, with which every one who aspires to the office of a teacher, should become familiar, making them for practical purposes his own, and forming his professional habits and methods, in accordance with them. They are principles, too, of universal application, suited not only to the very first buddings of human consciousness, to the very first leadings of maternal affection, to the infant or primary school; but also, with proper adaptation, to all classes of learners, in all stages of the progress; from the little infant up to the Baconian philosopher, who, indeed, could hardly proceed a single step were these lights extinguished.

Henry Pestalozzi was born at Zurich, January 12th, 1745. He died February 17th, 1827, at the age of 82 years. He enjoyed the advantages of an early and liberal education, and afterward gave his attention to professional study. His health failing, he devoted some years to agricultural pursuits, but at length chose the profession of a teacher. The poverty and wretchedness by which he was surrounded, during the reign of the first Napoleon, and when Switzerland was oppressed by the French armies, moved the benevolent heart of Pestalozzi to the work of teaching poor children. He was not a mere speculator or theorist, but he was a practical, laborious school teacher, working with his own hands, often in the *porter's*, as well as the teacher's department.

Being obliged, from circumstances to which we have already alluded, to teach under most unfavorable conditions, he was necessarily drawn to the measures, plans or experiments which led to the more clear discovery and application of, the principles which have since been called by his name. We need not speak more of his personal history—his labors, successes, trials, discouragements, poverty, failures, triumphs—but try to lead to an appreciation of his principles. It may be well to present the subject first *negatively*, by mentioning some of the things which have been sometimes mistaken for Pestalozzianism, and afterwards point out some of its *positive* characteristics.

It has not been uncommon to mistake the incidental, or circumstantial helps of Pestalozzi, for the reality of his system. These, lying on the surface, and being easily perceived and comprehended, have been seized upon and held up as the thing itself; but it is something quite differ-

ent from mere external school aids, adjuncts, rules or methods, however convenient or important these may be. It consists not in books, slates, maps, printed cards or tabular lessons; not even in any, nor in all those peculiarly valuable helps, both to teacher and scholar, which Pestalozzi first introduced, and which are now regarded as indispensable to every well furnished room. For example, the numeral or ball frame came from Pestalozzi, yet it is not certain, because a teacher uses the numeral frame, that therefore she is a Pestalozzian teacher; for it is possible to use this or other valuable assistant, in school, in a mere thoughtless or mechanical manner, or as a mere play-thing; but any attempt at teaching *which does not actually employ both the head and the heart of both teacher and pupil*, cannot be Pestalozzian, whatever may be its profession, or whatever outward or incidental aids it may employ.

So also the use of the black board (first introduced by Pestalozzi,) has often been supposed to be a distinguishing feature of Pestalozzian teaching. No good teacher can do without this most valuable piece of school furniture; but still a school-room lined with black boards, with scores of pointers and rubbing-out cloths, will not make a Pestalozzian school.

As another example of the mistakes in relation to the principles of Pestalozzi, and of the perversion and abuse of his plans or helps, may be mentioned that of the practice in primary schools, still prevalent in some places, of singing and marching, singing and stamping of the feet, or clapping of the hands, and especially singing to some well known tune, certain lessons in geography, arithmetic or grammar. This seems to have grown out of the use which Pestalozzi made of simultaneous sounds or words, and is an abuse of that practice. He employed these for two purposes: 1st. For awakening attention, or to arouse his pupils from indolence and thoughtlessness: and 2d. For the purpose of fixing in their memory the idea of something which they had already been made to comprehend.

The singing, however, employed for these purposes was little more than the simultaneous utterance of words, to a given pitch, though not to a tune.

"It ought to be a rule with a teacher" says Dr. Biber, the biographer of Pestalozzi, "never to employ this means for bringing a new subject before his pupils, for inculcating anything which they did not previously know; but to confine its use exclusively to repetition."

Thus, supposing the lesson to be the introduction of number, or the first elements of number, the teacher having led the children by holding up objects before them, or in some way, to understand that two is one and one; that three is two and one, or one and two, and so so, will then

call upon them simultaneously to repeat in a speaking or song (monotone) voice what they have observed."

The difference between such a simultaneous repetition of something *already* known, to mere speaking or singing sounds, though without tune, and a similar repetion of a lesson which the pupils have never yet been made to comprehend, to a proper melody, is very great; yet in some schools, parts of arithmetical tables have been turned into rhyme and measure and sung by the pupils to a tune, without any previous adequate knowledge of number, and indeed without any knowledge of what they are doing, except, perhaps, that they are singing a pretty tune together.

As for example:

Five times five are twenty-five, and
Five times six are thirty,
Five times seven are thirty-five, and
Five times eight are forty, etc.,

Sung to the national air of Yankee Doodle in a real hand-organ or school-manner.

What a burlesque is this? It is a miserable caricature, very far from Pestalozzianism, and as far from all good educational influences, intellectual, tasteful or moral.

Again, Pestalozzianism has often been supposed to consist in the catechetical form of teaching. The true teacher will have frequent conversations with his pupils; at every lesson there will be free communication by way of question and answer between them. He has many questions to ask them, and he so performs this work as to cause them to ask him many more. He can advance hardly a step but in this interrogatory manner, for his habit is not to say "this is so," but rather to ask, "Is is not so?" "Where did it come from?" "Of what does it consist?" "What is it for?" etc. But yet questioning does not constitute the peculiarity of Pestalozzian teaching, and a man may be always asking questions without making any approach to it. No method of teaching has been more abused than this, so called Socratic method; for example, it has been common to print in a book both questions and answers, the pupil being only required to commit the words of the latter to memory, when he is supposed to be perfect.

Somewhat better than this is that plan adopted by some school-book editors, in which the questions are so framed as to require for answers, sentences from the text. So that instead of being obliged to frame his own answer, the pupil has only to remember certain words of the lesson, the question itself suggesting the sentence which is to be repeated as an answer. This manner of questioning is undoubtedly valuable, since its tendency is to cause the pupil to read with attention, and to remember

what he reads, but it does not call forth thought; *it does not* necessarily interest the head and heart and therefore it is not Pestalozzian.

A gentleman informed me that when in college he was questioned in this manner on *Paley's Evidences*. On the being of God, the arguments are summed up in the book with the closing remark that the proof is satisfactory and conclusive. The gentleman was no skeptic, but as he had not fully understood the argument, when the closing remark was turned into the interrogatory form, and he was asked whether the proof was conclusive, he was compelled to answer in the negative. "What," said the professor, "not conclusive, surely you cannot have read the sentence in the book, why, look at it again." "Oh, sir," replied the student, "I know that the book says so, but I supposed you intended to ask my own opinion!" The Pestalozzian teacher always directs his questions to the pupil; he wishes to ascertain, not whether he knows what the book says, but what he himself thinks.

As another illustration of anti-Pestalozzian questioning, I will mention that, some time since, I was in a school where the pupils were reading Latin, and translating as they proceeded. Whenever a difficulty occurred, the teacher would stop the pupil who was reading, and, without allowing him an opportunity to give the English, would say, "Well, Charles, what do you think of that sentence?" and then, without waiting for Charles to speak, he would add,—"*I* think it should be translated *so and so*" (giving the English). "*So do I, sir,*" said Charles; and there was no room left for controversy between the teacher and the taught.

The Pestalozzian teacher grounds his questions upon the knowledge of his pupils, and is always careful to consult their positive acquirements; his previous work has been so conducted as to lay the foundation for close questions and for correct answers. He carefully avoids such questions as are likely to tempt his pupils to guess at answers; such (in general) as may be answered by a mere yes or no; and such as it may become necessary for him to answer himself. In leading along his pupils, he begins with a most simple question; this gives rise to another and another, until a satisfactory result is attained.

While he is careful not to ask a question unless he has good reason to suppose that his pupils will be able to answer it, he is equally so not to ask one which they will be able to answer without an effort, or an exercise of judgment; for he does not desire that they shall proceed a step without labor. He is careful, therefore, that his questions shall be suggestive stimulants to thought, and to avoid all such as may be mere cues to facilitate a parrot like repetition of answers not understood, which can

be of no other use than that of saving both teacher and pupils the trouble of thinking for themselves. His object in questioning is not, principally, to ascertain what his pupils know, but rather to encourage them to press forward in the pursuit of knowledge. It is, indeed, a difficult thing to question pupils well; it is one of those things which require a *teacher* to do. Therefore, it is not surprising that some such easier method as that which employs previously prepared book-questions, should be sought for.

Again, Pestalozzianism has been supposed to be a quick or short method of teaching; but this is far enough from the truth; there can no more be a short method of teaching for a child, than there can be a short method of *growing* for a child. Pestalozzianism lays no claim to telegraphic speed or to hot-house culture; it seeks for no rapid or premature growth, and can only progress slowly and come to maturity in a natural way, growing with the growth and strengthening with the strength of the pupil. And, as it is not a short way for the pupil, so it is not an easy way for the teacher. No one who is seeking for a labor-saving method of teaching should look at this; nor does it dispense with qualifications in the teacher of a high order. It requires not only as much knowledge, but as much skill, art, or aptness to teach, as it is possible for any method to require; and a man cannot be a true Pestalozzian teacher, who is not entitled to be called an *artist*; and, yet, it is equally true that one who is not qualified to teach well on this system, cannot be qualified to teach well at all.

[TO BE CONTINUED.]

FLATTERY OR JUSTICE?

Who is the better friend of humanity? He who says you are perfect, and makes you satisfied with yourself, or he who arouses every nerve of sensitiveness and agitates the keenest feeling of remorse for neglect of duty or misdirected effort?

It is pleasant, it is healthful to know and say within one's heart, so far, I have done right; but it is purifying and regenerating to feel our utter incapacity; to be conscious of inefficiency; to know that our best endeavors are feeble and comparatively worthless; to be convicted of supreme ignorance.

Too much praise does not stimulate the teacher, though a little encouragement is a powerful tonic. He is a great educator who knows when to give and when to withhold it. Z.

Racine, March 3d, 1864.

TEACHERS.

Upon teachers rests the work of raising the standard of teaching, and making it one of the most glorious professions of the land.

The successful teacher is a progressive one—a *thinker*, who believes there is something yet to be learned, and means to learn it. He believes in the dignity of his calling—that no greater work can be done than to train his scholars for the responsibilities of this life and the enjoyments of the world to come. He is an active, energetic man—no time to lose—does not put off till to-morrow what can be done to-day. Whatever his hand finds to do, he doeth with his might. His object is not to develop a particular trait in the character of his pupil, but to educate every faculty of his soul—the *entire man*, that he may present him in the great day of the Lord, a perfect man!

Discarding all sectarianism, the perfect teacher must be animated—*moved*—by the great idea that he is responsible to God for the training of minds, not only for time, but for the enjoyment of things eternal.

It is a common error that almost any one can instruct *primary* scholars. A greater mistake was never made. Far greater skill is required to teach children than is requisite to instruct men and women. John Wesley and Martin Luther were remarkable for their skill in preaching to unlearned, illiterate men. This is characteristic of truly great men; and the same principle applies to teaching. We need first class *trained* teachers for our primary schools. The children at the start should be taught correctly, and then they have nothing to *unlearn*. When a boy, I was taught a miserable hand-writing. At length, when blessed with a scientific teacher in penmanship, it was far more difficult to unlearn bad habits than it would have been to learn correctly, had I never written at all. The same with other branches. It is no uncommon thing to find college graduates and professional men in the habit of mispronuncing words, and using slang phrases and vulgarisms—all from the lack of proper *early* instruction.

As teachers, we must start right, keep right, and move straight onward. One of the seven wonders of the world was the statue of gold and ivory, sixty feet high, made by Phidias, a celebrated Grecian artist; a far greater wonder have we, in every young man and every young woman properly educated and thrown forth into the world fully prepared to discharge life's great duties.—*Report of Hon. I. T. Goodnow, Supt. Pub. Ins., Kansas.*

OUR SCHOOLS DEMOCRATIC.

We attended the school in our village a few days ago—the intellectual casket that contains our jewels—and in looking upon that youthful host—the sea of smiling faces, beaming with intelligence and pleasure, kept in perpetual motion by the buzz of excitement so natural in a school-room—the manly bearing of the future voters—the grace and beauty of growing matrons—all were moving arguments in favor of the peculiar system that governs the free school education in our villages. We like this public "institution," by which the path of knowledge has become the free highway for "the million," whose onward travel has levelled all arbitrary distinctions in the road. Equality and fraternity are promoted; the children of the indigent and of the wealthy meet upon the same platform, while genius and application are the sole passports to distinction. How strikingly is this developed in our school-rooms; side by side sit the sons and daughters of the most prominent and the humblest of our citizens—the pride of the rich man's household, and the treasure of the poor man's dwelling—each striving to excel in that which confers real power. The sight, and its contemplation, quickened the Yankee throbs of our heart.—*Island City (Neenah) Times.*

EDUCATION AND PATRIOTISM IN OHIO.

The report of the School Commissioner of Ohio explains fully why that State stands so uncompromisingly on the side of liberty and good government. The number of schools taught taught in the State during the last year was 14,661, of which 14,233 were common schools, open to all. The number of children enrolled in these common schools was 725,095. The whole number enrolled in schools of all classes was 750,413. It is noteworthy that, during the year, 7,220 colored children received the benefits of the educational system. The total expenditures for educational purposes in the State amounted to $2,409,613.

No State which boasts an educational system so complete and thorough as this, can ever array itself on the side of a cause so opposed to the best influences of Christian civilization, as that which Davis and his crew are striving to make successful. Twenty years hence, when Kentucky, Tennessee, Virginia, North Carolina, and the other slave States shall have been enlightened by the same educational system as the Northern States now enjoy, they will be found as vehemently hostile as Ohio and Massachusetts to whatever degrades the citizen or corrupts the State.—*New York Evening Post.*

OUR SCHOOLS UNINJURED BY THE WAR.

It is a cause for profound gratitude that the work of public instruction advances successfully, notwithstanding the gigantic and terrible war that is upon us. That this is the case is apparent from the following extracts as well as from the preceding. The assistant superintendent of common schools in Michigan, makes the following statements and remarks, in a document recently issued :

"Two and a half of the last three years have been in the midst of a civil war, which, considering the men and means engaged, has never had a rival in magnitude. To this conflict, Michigan, with a population of 850,000, has sent over fifty thousand of her sons. In those three years, our population between five and twenty years of age, as shown by the school census, has increased from 246,684 to 272,737—an increase of over twenty-six thousand ; and of this about twelve thousand was during the last and most destructive of the three years. In the same three years, the number attending the public schools has increased 22,642 ; and the number of teachers has increased from 7943 to 8815.

"The amount paid to teachers has increased from $467,286 in 1860, to $518,062 in 1863. In other words, we have paid $50,775 more to teachers in the common schools in the third year of the war than in the year preceding it. In 1860, the districts raised by voluntary taxes, for teachers' wages, $33,689 ; in 1863, $106,323 ; and now, at the close of the third year of the war, the districts report over $100,000 on hand.

"Doubtless a similar state of prosperity may be shown in *in most or all the States where freedom instead of slavery is the watchword* of the people. In the third year of this gigantic raid upon liberty, our schools have increased in length, in numbers, and in means. Does this look like exhaustion ?"

Hon. J. L. Pickard, Superietendent of Common Schools in Wisconsin, in his recent annual report, says : "Our schools are better filled, better taught, and better supported than in previous years."

Even in Kansas, the cause of education is onward, as appears by the following, from the Report of I. T. Goodnow, Supt. of Public Instruction :

"To retard the cause of education, we had, first, the border troubles of 1855 and 1856, the financial crisis of 1857, the drouth of 1860, and lastly, the rebellion of 1861.

"If, with one-seventh of our population in the army, with the excitement and dangers from guerrilla raids, we can show continual progress in the work of education, no higher compliment can be paid to the virtue, intelligence and heroism of our citizens ; and truly we can 'thank God and take courage.' "

THE FIRST DAY OF SCHOOL.

There are few periods of a teacher's life of more real practical importance, or which concern his future success in his vocation more than the first day of the school term. Not only the success for a day but for a life time is to be measured by the impression made on his school during the first day. How important, then, that the impression made be a good one! The great mass of mankind form some kind of opinions in regard to those with whom they come in contact, at their first meeting; and in most cases their opinions are not far from being correct. We all judge of character to some extent at first sight, and this applies as well to children as to the adult portion of the human family. They of course are not sufficiently skilled in human nature to read character with that degree of precision which we naturally look for from those of more mature minds, but they will nevertheless form some conception of a man's general character from his manner and actions, and they will not fail to be prepared to give their opinions of the new teacher. Every eye is attentively scanning his movements, and it will require a very short time for the circulation of the individual impressions created.

It is important that the teacher have some plan mapped out for the first day's operations in his school-room. A good start is half the race. If pupils find that their time is profitably employed during the first day, they will soon come to the conclusion that their teacher is a worker, and they will imitate his example. On the contrary, if there is a waste of material, friction, or the machine stops for want of work to keep it going, the pupils will soon find something with which to employ their time to their own amusement and to the teacher's annoyance. The start in mischief once made, ten times the work will be required for its suppression that would have been required for prevention. Boys and girls will be busy at something, and if that something be not of a proper nature, they will supply its place with all manner of mischief and amusement. But aside from this, it is important that a plan be mapped out in order that pupils may form a just estimate of the teacher's character and intentions. If there is not sufficient work prepared for them, they will come to the conclusion that they are to have an easy time under the present teacher, and they will lay their plans and conduct themselves accordingly.

The true teacher has his work all ready, to some extent, clearly defined in his own mind before term time approaches. So it should be. Too many give no thought whatever to the work to be accomplished during the term, previous to the crossing of the threshold of the school-room

the first morning of school. As a consequence, everything rushes upon the teacher at once; a dozen things crowd upon his attention, each claiming immediate action upon his part. Everything is presented in a topsy-turvy manner, and he retires from the work thoroughly tired, if not thoroughly disgusted, with the first operations. The pupils, instead of becoming his helpers, as under judicious management they would, are tempted to engage in anything that will divert their minds, they become careless in the discharge of their duties, if they even ever give a thought to them. It is absolutely necessary that the teacher give the subject some fore-thought, in order that he may not enter upon the discharge of his onerous duties without a plan, and that he may perform the greatest possible amount of work, and create a proper impression on the minds of those under his charge. Pupils come full of interest in the proceedings of the school, and if the teacher manage matters judiciously they will at once without exception enter with alacrity en everything he proposes to do; but if he has nothing special to engage their attention, they either become dull and inattentive, or they invent something for their own divertisement, and employ their time in a manner wholly at variance with the end and aim of education.

Much of the teacher's reputation as a competent and efficient instructor depends upon the impression he makes on his pupils directly, and on the community indirectly, by the *modus operandi* of his school-room, the first day. We once knew a teacher who permitted his pupils to do and act as they pleased on the first day of the term, but after that subjected them to rigid discipline. What the object was in doing so we are unable to conjecture, but the method was evidently a faulty one. By such a system the teacher not only makes himself unpopular with the pupils or parents, but ever after labors under the difficulty of erasing the first impression. It is recommended by Page that in order to be sure of a successful beginning, the teacher should go into the district a few days before the school opens. Much good can undoubtedly be accomplished by this method. The teacher will gain an acquaintance with the directors and parents of the district and through them learn the various difficulties to be overcome. The modes of government and the organization of the school under the care of his predecessors will be communicated. In some cases it would not perhaps be politic to follow this plan, but as a general practice it is certainly of much practical benefit, if adhered to. It costs nothing to make a trial.—*A. M. Raub in Pottsville (Pa.) Dem. Standard.*

To have the tongue cut out, and to be seated deaf and dumb in a corner were preferable to his condition who can not govern his tongue.—*Sadi.*

A COURSE OF INSTRUCTION NEEDED FOR SCHOOLS.

Through special reports made to me in the capacity of Acting Secretary, I obtained a view of the condition of instruction in our schools. Instead of its being systematic, as it should be, I found it to be purely accidental. There is rarely a fixed course of study, and when fixed it is often made to embrace improper studies, or too many studies. Generally, no reference is had to arranging studies, with reference to the development of the intellect. No limit is fixed to the number of classes, and they often reach to one half the number of pupils, rendering it impossibe for a teacher to give of his time to any one class, more than fifteen minutes the day. The pupil is permitted (his parents consenting,) to pursue and to omit particular studies at will. Pupils are advanced in some studies, and know nothing of others that should first have been acquired. No given amount of labor is to be performed by either pupil or teacher, and no definite result or rate of progress, is aimed at by either. No one knows—there is no criterion by which to judge—whether the teacher has performed more or less than his duty, or whether he has performed any part of it ; nothing to demonstrate the proficiency or delinquency of a pupil. There is no reward for the parent who has made sacrifices that his boy might be punctually and regularly at school, and nothing to shame him who has sacrificed his boy rather than incommode himself.

Instruction is as susceptible of being systematized as is any branch of business. It derives higher advantages from being systematized, and suffers more from want of system, than does any department of industry. The law should make systematized instruction obligatory. It should provide that a course of study be adopted ; that this course of study be divided into a given number of equal, or nearly equal, parts ; that no pupil shall pursue the studies of two of these parts at the same time, nor shall he pursue the studies of any part but that one which is next higher than that or those of which he has completed all the studies. A school thus arranged is termed a graded school—a school that progresses by steps—because two steps cannot be taken once, and because the second cannot be taken until the first is completed.

This plan is as well adapted to the country schools, and to the small and poor ones, as to the larger and wealthier ones ; to the schools where the large scholars attend only in the winter, and the small ones only in summer, as where all attend together the year through. The results of substituting system for the uncertainty and confusion that now prevails, will, among others, be to lessen the number of classes from fifty to seventy-five per cent., and to increase in the same proportion the length of

time which the teacher may devote to each pupil in the school. Instruction will be both symmetrical and thorough. All the children will be taught—not only the bright ones, and those that are encouraged and assisted at home, but the dull and unfortunate children as well.

The length of time necessary to complete one part of the course and of the whole course, will be definitely known, and will form a just and lasting criterion by which to judge of both teacher and pupil. Every parent in the District can be accurately informed from day to day of the progress being made by his child, and the Board may know of the progress made their teacher. To the faithful parent and diligent pupil there will ever be the stimulus of promotion, and to the selfish parent and delinquent pupil there be the fear not only of failing promotion but of being reduced to a lower grade.—*Report of Hon. H. A. Wiltse, late Acting Secretary of Board of Education, Iowa.*

PUNCTUALITY IN SCHOOL.

There is no principle of action that is more commendable in a scholar, than punctuality. Every thing in its time and just at the time, should be the motto of every teacher and scholar, and is as important as "a place for everything, and everything in its place." After the routine of duties performed at their proper time becomes a habit, it is actually a pleasure. The school-boy who prides himself on being regular at school and prompt on the recitation bench, relishes his task much better and is happier than he who indulges in his idleness and is always behind. The necessity of sending scholars punctually to school is often too lightly regarded by parents. They do not consider that an hour's absence in the morning deprives them of their most important recitation, or their best hour for study. How much time might be saved by using all those little *moments* thus thrown away, and if they were applied in a right manner how much would be accomplished. Much more depends upon this habit than is generally supposed. Its relation to ultimate success in life is that which cultivation sustains to the farmer's crops. It was one of the most carefully cultivated habits of Sir Walter Scott; otherwise he would have been unable to perform such an enormous amount of literary labor. So rigorous was Washington in his habit, that he would not waste the space of five minutes even in waiting for his guests at dinner, and in all things he made it a rule to be punctual. The most efficient warriors, the most eminent statemen and the most noble specimens of humanity, have become great by economizing time and performing their work at its proper period. If punctuality then has such a bearing on the character, it should be the motto of every scholar, and enter largely into both the theory and practice of teaching.—*Bradford (Pa.) Argus.*

THE TWO PROPHETS.

His shadow fell across the sun
  Which streamed through every shutter-crack;
His face was one that children shun;
  His very voice was dressed in black!

The cheerful firelight's ruddy rays
  Danced merrily around his chair;
But gloomily he eyed the blaze,
  As if he saw a martyr there!

He mourned for man's unholy strife,
  And all his various ways of sinning;
And said the record of his life
  Was dark from ending to beginning.

The world grew madder every day;
  More full of folly and distress;
Sweeping upon its downward way
  One growing tide of wretchedness.

I listened, feeling every word
  Like icicles upon my heart;
Dark doubtings in my spirit stirred,
  And tears that could not heal the smart:

When lo! a trill, and on a tree
  Was Spring's first robin, sent before:
But ah, the song he sang to me
  No robin ever sang of yore!

From such a well of joy it came,
  Such bliss in being thrilled its tone,
My troubled fancies fled for shame,
  Like mists the sunlight smiles upon.

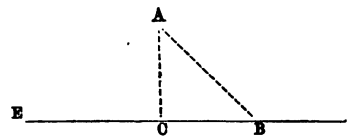
Oh, robin, herald of the Spring,
  Your prophecy I hold as true;
God gave the happy strain you sing
  A higher meaning than you knew.

The snows can never drift so deep
  Above the hopes of earnest men,
But Spring's soft breath shall through them creep,
  And Summer bring her bloom again!

— *Northern (Maine) Monthly.*

MATHEMATICAL DEPARTMENT.

Solution of Problem 20.—Let AB represent the diameter of the pail, and ED a horizontal plane. Let the point A move round in the circumference of the top of the pail,



AC being constantly perpendicular to the plane ED; then the point C will describe an ellipse whose major axis $= AB$, minor axis $= CB$, and area $= (3.1416 \div 4) \times AB \times CB = n$. Since the pail inclines 45° to the horizon and $AB = 6$ inches we have $AC = CB$, and $AB^2 = AC^2 + CB^2 = 2\,CB^2 = 6^2$; hence $CB = 6 \div \sqrt{2}$; therefore $n = 28.2744 \div \sqrt{2}$. By the question the altitude of the pail $= 8$ inches, and it was $\frac{1}{4}$ part filled with water when standing perpendicularly; consequently the water was two inches deep. Hence $2n = 56.5488 \div \sqrt{2} =$ number of cubic inches of water that would have fallen in the pail had it stood inclined 45°

AMICUS.

Solution of Problem 22.—The Julian period is made by chronologists to commence in the year ante Adam 710, or 4003 + 710 = 4713 years before the Christian era. This period is composed of the solar cycle = 28 years, Lunar cycle = 19 years and Roman Indiction = 15 years. [28 × 19 × 15 = 7980 = number of years in Julian period.—MATH. ED.]

Therefore add 4713 to the year and divide the sum by 28, 19 and 15; the three remainders will be the years of the cycles respectively.

Let x = year of Julian period; then $\frac{x-24}{28}$ = whole number by 1st condition, $= m$. $x = 28\,m + 24$, and $\frac{28\,m + 24 - 2}{19}$ = whole number by 2nd condition. Reduce this to a whole No. such that co eficient of m shall be 1. $\frac{9\,m + 3}{19}$ = whole by rejecting quotient. Multiply by 2, $\frac{18\,m + 6}{19}$ = whole. $\frac{19\,m}{19} - \frac{18\,m + 6}{19} = \frac{m - 6}{19}$ = whole $= c$; then $m = 19\,c + 6$, and $x = 532\,c + 192$. $\frac{532\,c + 192 - 6}{15}$ = whole No. by 3d condition. $\frac{7\,c + 6}{15}$ = whole by rejecting quotient. Multiply by 2,

$\frac{14c+12}{15}$ = whole. $\frac{15c}{15} - \frac{14c+12}{15} = \frac{c-12}{15}$ = whole, $= s$; $c = 15s + 12$. Put $s = o$, then $c = 12$, $x = 6576$, and $6576 - 4713 = 1863$, answer. Put $s = 1$, then $c = 27$, and $x = 14556 = 4713 + 9843$. Now $9843 - 1863 = 7980$ = length of Julian period, thus showing that these conditions will occur only at intervals of 7980 years.

Lone Rock. D. HARDENBURGH.

Solution of Problem 23.—Let x = diameter required.

$$.5236x^3 = .7854x^2 \times 4$$
$$.5236\,x = 3.1416$$
$$x = 6, \text{ Ans.}$$

Dodgeville. R. C. ROACH.

Solution of Problem 24.—Assume any cube; resolve it into two factors, and they will be the sum and difference of the roots of the squares whose difference is equal to the assumed cube. Because, the sum of two numbers multipled by their difference equals the difference of their squares. Example: Let 27 = assumed cube, and its factors = 3 and 9; then $\frac{9}{2} \pm \frac{3}{2} = 6$ and 3 = roots of required squares, viz., 36 and 9, whose difference is 27, as required. D. HARDENBURG.

NOTE.—While we commend the above, we think the proposition that the product of two numbers equals the square of half their sum minus the square of half their difference, can be more readily understood than the one given in the solution. Thus $27 = 9 \times 3 = \left(\frac{9+3}{2}\right)^2 - \left(\frac{9-3}{2}\right)^2 = 6^2 - 3^2 = 3^3$. In like manner we may solve the more general problem, viz., to find two square numbers whose difference shall equal any given number. Let $n = a \times b$ = any number; then $n = a \times b = \left(\frac{a+b}{2}\right)^2 - \left(\frac{a-b}{2}\right)^2$. When n is a prime number greater than unity, or a fraction in which each term is a prime number we may assume $a \times b = n \times 1$, in this case $n = \left(\frac{n+1}{2}\right)^2 - \left(\frac{n-1}{2}\right)^2$. When $n = 1$, place $a \times b = m \times \frac{1}{m}$, m being any number; then $n = \left(\frac{m^2+1}{2m}\right)^2 - \left(\frac{m^2-1}{2m}\right)^2$.

No solutions of problems 17, 18, 19 and 21 have been received.

Problem 28.—If 16 rails fence a rod how many acres in a circular field of such extent that every rail will fence an acre?

Problem 29.—If 30 men in 40 hours can dig 80 cubic yards; how many men, who are stronger in the ratio of 4 to 5, would it require to dig 120 yards in 90 hours; supposing the ground in the latter case is harder than that in the former, in the ratio of 8 to 9? AMICUS.

Problem 30.—A railway train, in starting, moves one inch the first second, two inches the next, three inches the third, etc. A man stands on the track 320 feet behind the train, who can run 87 inches per second. Now if both start at the same moment, will the man overtake the train; and if not, how near can he come to it?

Problem 31.—There is a conical glass 6 inches high, and 5 inches wide at the top; it is $\frac{1}{5}$ part filled with water. What must be the diameter of a ball, let fall into the water, that shall be immersed by it?

B. F. TOWLE.

Problem 32.—I have, within my garden, a piece of ground 10 feet square, the surface of which I wish to raise accurately one foot by a square ditch extending around the outside of the square. Required the dimensions of the ditch. Z.

SCHOLARS DIARIES.

The great point in the teaching of the present day is that it is *intelligent teaching;* and teachers and educationists rack their brain in search of each and everything which will make school-keeping anything like that "delightful task" which the poet so fancifully describes. I know no better aid thereto than by all schoolmasters encouraging their elder children to keep diaries; not superbly ruled and bound ones, but merely plain paper sewed into a strong cover. The good they will do will be incalculable. The plan will foster habits of thought and observation, and will be a great aid towards attaining three very important things—good spelling, composition, and neatness.—*English Monthly Paper.*

IT is better to live in hearts than in houses. A change of circumstances, or a disobliging landlord, may turn one out of a house to which he has formed many attachments. But one can not be expelled from a true and loving heart, save by his own fault.

EDITORIAL MISCELLANY.

TEACHING AS AN ART AND AS A SCIENCE.

In concluding some remarks upon Normal Schools last month we proposed to say somethlng at this time upon the distinction indicated above. The distinction though not always very clearly made, is an all-important one, and its proper apprehension is necessary to any just appreciation of the work of education. More correctly and fully stated the distinction is: Teaching is an Art, but Education is a Science.

It requires little argument to show that Science underlies and precedes all true art. Before the application of art to the construction of a steam-engine, science has apprehended its utility, and has investigated and determined the possibility and method of its construction. Art may become a merely traditional and imitative process, and the worker in the art is then merely an artizan—not an artist. Thus it is in the matter before us. With occasional, sometimes indeed admirable exceptions, in the case of those who are, so to speak, born teachers, and who seem to have a natural instinct for the work, the teaching which still prevails is of this traditional, imitative character. If the processes and customs of the school-room are varied, and sometimes improved, it is still from imitation, and not because a scientific reason can be given for what is done, for the manner of doing it, or for a change in the method.

This is not surprising, because the work is mostly performed by young persons, of limited attainments, with little or no previous training for the work, and who by no possibility could be supposed to be scientific educators. Nor is it said in disparagement of those who teach; they perform the work expected of them, which generally is, merely to "keep the school," and to hear the lessons according to the formulæ of the books; and they perform it quite as well as could be reasonably expected for the compensation received, which is one-half or one-third of that of a skillful mechanic. That the work carried forward in our schools is not a work of scientific education—that is the systematic development and discipline of the powers and faculties of the young, according to the ascertained laws and principles of education, as well as the incidental furnishing them with needful knowledge and skill, is simply because there is no general demand for it. We are sorry to add that there is no general appreciation of the necessity of such an education for those who are to be the citizens, or the wives and mothers of citizens, of a great and self-governing republic, to say nothing of the higher wants of an expanding and immortal soul.

But to indicate more formally some points of the distinction made: The mere teacher of the ordinary mechanical imitative kind, looks upon the mind of the child as a receptacle to be filled with knowledge; the true educator regards it as an organism to be developed and nurtured. The one pursues his work of teaching as an end; the other but as a means to an end. The one has a plan

and pattern to which all minds must conform, by which they must be shaped the other regards each pupil's individuality and treats it accordingly. The former, if he regards individuality at all, encourages those capacities which are most active because he thereby lessens his own work, and flatters his own vanity; the latter seeks especially to awaken and strengthen those faculties which are feeblest. The teacher measures his work by the number of lessons recited, studies gone over; the educator by the growth of the child's nature, by its increase of strength.

Man is a being of wonderful latent powers, which become devoloped indeed in some degree and in some way, even under the most unfavorable circumstances; but not unerringly in the right way and degree, as with the instincts of the brute, unless there be most careful and perfect guidance and direction. The savage cannot be said to be entirely uneducated, but he presents one extreme, and a few gifted and favored individuals, like a Plato or a Bacon, an approximation toward the other; "but in the vast majority, these innate powers and capacities lie dormant, or unfold but in the low degrees of sensuality and animality." Of all human sciences that of education is most important and least understood; but it implies a proper knowledge of the powers and capacities of men, and of the true order and method of their development. To unfold and apply this science requires the highest powers and the severest philosophy. It has already engaged the attention of some of the master minds of the race, and yet the number of such who have devoted themselves to it may almost be counted upon ones fingers. Great intellects are not always accompanied by great hearts. The world doesn't demand the services of such educators. Parents are moved to action if their children's bodies are ailing. and the science and the numerously filled profession of medicine is the consequence; but they far less clearly see—far less deeply feel, the wants and ills of their childrens' inner being; and thus though the word education is on every body's lips, it practically means but little. Real educators will become more numerous, and true education will become better appreciated and more sought for, only as humanity itself—its aspirations and efforts—is elevated.

To some extent a higher and truer education is demanded, and would be appreciated if attainable; but the means of compassing the end are not seen to be attainable. Not a few parents we think mourn that the schools near them are such miserable abortions as they are. And though it might be out of the question to attempt to supply every school with a teacher, an educator, of a high order, it is possible to bring them under the influence and general direction of such educators. This is one of the ends of adopting a town organization of the schools; and this is especially an end to be subserved by the establishment of Normal Schools over the State. Not that spending a term or two in a Normal, School, or even going through a course of study there, would make of every young person who should do so a scientific educator; but they might at least be expected to become enlightened artists. Normal Schools, if in charge of men who are themselves genuine and enlightened educators, would diffuse not only

true methods of teaching, but to some extent a true spirit of education. With the school interests of each town a unit, instead of isolated fragments, and with at least one superior teacher placed in each town or series of thinly settled towns to aid and direct the rest, together with a general concert of action, in securing a proper system of instruction and supervision, much might be done. By degrees our schools might all be supplied with skillful and enlightened teachers, if not scientific educators. And as the Architect builds in his brain the magnificent structure, which is actually elaborated by intelligent and skillful builders and workmen, so is it possible that the lofty and ideal structure of humanity which is present to the soul of the educator may be more or less perfectly built up by the labors of those who, though not yet able to originate the ideal, can work with more or less appreciation toward its accomplishment in the expanding natures of those placed in their charge.

DOES TEACHING NARROW THE MIND?

Years ago at a County Teachers' Association, the question of permanence in the Teacher's profession being under consideration, a gentleman of observing habits and of intelligence and culture, but not himself a teacher, expressed his belief that teaching long pursued tends to narrow the mind and to induce conceit, and his unwillingness therefore that any young friend of his should engage in the business permanently. Having been often enough employed in the business, in times previous, to have earned the title of school-master, we felt, in common with those present, some indignation at an opinion which seemed to imply that those of us who thought we knew most knew least—or at all events were in a way to this result, unless we stopped teaching.

More observation and reflection however have led us to conclude that our supposed calumniator had some foundation for his opinion. Narrow-mindedness implies not so much a natural constitution of mind which lacks breadth—for in that sense we have seen the defect several times outside the ranks of teachers—as a habit of mind induced by unfavorable circumstances. To illustrate: We chanced to pick up a newspaper in our younger days which contained an account of a meeting of preachers, and of their deliberations. Among the resolutions passed was one recommending a course of study to be pursued, which embraced English Grammar. Taken a little aback at a practice which put young men before the public as expounders of Christian Theology before they had studied the structure of their mother tongue, we were curious to observe how such theologians carried themselves, and it is not surprising that we found traces of that tendency and infirmity spoken of by our friend at the county association. It would have been surprising and would have indicated extraordinary good sense and more than mortal modesty if it had been otherwise.

Now the young teacher is often placed in circumstances more unfavorable than that of the young theologians referred to. His pupils are not mostly older but younger than himself. Measuring his attainments by the average of theirs, the comparison is altogether in his favor. In a large majority of cases he passes

immediately from the condition of one under authority at home or at school to a place of authority. He enters upon his work for the most part with little or no previous professional training. The average age at which this trying transition is made is perhaps seventeen or eighteen years. It would be strange indeed if an experience like this did not fan into activity whatever of vanity and conceit might naturally belong to the character. The only thing surprising is that this effect is not more marked. This we account for partly from the sense of responsibility which must be felt, partly from the fact that teaching draws to itself a class of minds naturally characterized by sobriety rather than the opposites of vanity and conceit.

But it is not the position alone of the young teacher which is unfavorable—and the anomaly of this position is chargeable upon the apathy and short-sightedness of community, and not upon teachers themselves,—the kind of work expected and ordinarily performed in the school-room has a narrowing tendency upon the mind. Of course there are many and honorable exceptions, but usually the work while ostensibly intellectual, affords, of all work that has dignity about it, the least expanding and elevating influence. Even the man who guides a steamboat, or a team, may allow his thoughts at intervals to roam at will, and to commune with nature around him. But the ordinary mechanical teacher, who asks questions and hears recitations from a book, or from the memorized contents of a book, and whose time is all absorbed by a monotonous round of such exercises, from A B C to Algebra, finds little that is either elevating or expanding. On the contrary we must admit, however reluctantly, that there is much in the work of the teacher, as it is customarily performed, that is narrowing and dwarfing in its tendency. What is the remedy?

The remedy is indicated in some remarks made in an article preceding this. It will be found in that transition by which the mechanical teacher becomes the living educator. But this implies that proper professional study and preparation precede entrance upon the work. Then it will cease to be mechanical and become vital, and the mind of the child become in the apprehension of the teacher, not a vessel to be filled, but a "bud to be opened.,' But the teacher may do much to help himself, and to counteract the unfavorable tendencies of his work upon his own mind. The lack of professional study may in some degree be made up. The science of the human soul and of the work of educating it—of unfolding and directing it powers and furnishing it with knowledge, strength and skill, may receive attention. Literary and æsthetic culture, converse with men and communion with nature, will all be useful. We have but glanced at an important matter, who will follow it up?

EDUCATIONAL LEGISLATION.

The prospect is not by any means as bright as we ventured to hope a month ago. We think on the whole that the getting any Bill for educational improvement through the Legislature is attended with as many difficulties and hazards as the mining of Col. Hobart and his friends out of Libby Prison. We hope a similar accident may happen—a hole break through, and let in light and air.

THE TOWN DISTRICT.

This important measure has some warm friends in the House where it is pending; but its friends seem to have no hope of its final passage. The alleged obstacle is that the people are not prepared for it—don't want it. This raises the question whether Legislators are mere agents, who are never to do anything without specific instructions, known to be endorsed by the body of the people, or whether they are supposed to have some discretion, and some ability to ascertain and determine what is needed for the public good. We believe the people want the town district, although a great many don't know it. To wait till all the mixed pioneer population of a state like this find out that an improvement of this nature is needed, is to wait indefinitely. People are too busy to study such a question, but it may be taken for granted that if the measure was enacted, they would have intelligence enough to appreciate and approve it. The history of the measure in Indiana, Ohio, etc., warrants this conclusion.

NORMAL SCHOOL.

The Bill for this purpose is perhaps a little more likely to pass. But if the objection made in the former case is valid, then it may be asked, have the people asked for Normal Schools—do they want them? Be consistent, gentlemen. The Normal School Bill is more likely to be carried because it involves, as it now stands, no additional expenditure of public funds, but only the concentration of the Normal Fund upon one school, and the House have voted the diversion of so much of the School Fund as has hithertoo been used for the Journal of Education to the same object. It is certainly well to concentrate the Normal Fund upon a few schools, really Normal, instead of scattering it among a dozen which have a Normal feature only as an appendage or after-thought; but there is some reason in the objection that after pursuing this latter policy so long, there is a sort of injustice in changing to a policy which will encourage but a single school or effort. This we believe to be a wrong policy, any how. As to the Journal, without some State aid continued to it, it will collapse.

AGRICULTURAL COLLEGE.

This important measure is not in a hopeful condition. Although the Bill as it passed the Senate, in effect submits the whole matter to the people for their practical endorsement in the form of voluntary subscriptions to the amount of $30,000, and this is to be effected before any appropriations are to be made from the State Treasury, still the very singular objection is made that for an Institution of this nature to hold 240,000 acres of land in the newer parts of the State, which cannot be had by settlers without paying one or two dollars an acre, will retard the settlement of the State; and therefore the lands had better be restored to Congress to be given away. Truly a magnificent burst of wisdom! To have 2,400 more half-tilled farms (of 100 acres each) immediately added to the present number, and 15,000 inhabitants to our population, is of more consequence than an Institution which, with reasonably good management, would sup-

ply that practical scientific information, which would tend, in all coming time, to enhance greatly the value ofthe whole productive industry of the State!

Well, we hope Wisconsin will not always keep in the rear, in the work of educational improvement. Kansas has her Agricultural College, based on a similar grant, already in operation, in an incipient form. We think Wisconsin will have the singular glory of producing legislators who propose to refuse a grant for such a purpose. The proposition almost equals the action of a certain East Indian tribe who upon receiving a present of some superior ploughs, and greatly admiring their operation, proceeded after their donors had gone, to set them up in their temples as idols. Of course no such proposition will be entertained.

PESTALOZZIANISM.

The Paper upon this subject by Dr. Lowell Mason, the publication of which we begin in this number, was originally presented by him, as we learn by a prefatory note, before the American Institute of Instruction, and after being given before various other educational meetings, was more recently re-written and delivered before the New York State Teachers' Association. Dr. Mason, who has long been a most eminent and successful teacher of the science of music, to which he has devoted himself, but whose Lecture evinces a close observation of the whole field of teaching, expresses his obligations to Mr W. C. Woodbridge, the Geographer, for his first acquaintance with Pestalozzi's views and methods, and more especially to Horace Mann, and expresses his surprise that the method of "object teaching" so called, should have been brought forward as something new in this country, or that it should be objected to by any who claim to the title of enlightened educators.

AN EXCURSION.

The Teachers of our Public Schools, together with Mr. Craig, Asst. State Supt. made a visit to the Janesville Schools and Teachers, last Friday and Saturday. The visit was exceedingly pleasant and profitable. We spent a half day in the schools, attended their Teachers' meeting, and visited the Blind Asylum. The Janesville Teachers and School Board gave us a fine reception with refreshments prepared by the Teachers themselves. We found their Schools in excellent condition, and came home much revived and refreshed.

Truly Yours, F. B. WILLIAMS.

High School Room, Madison, March 15, 1864.

WHITEWATER.—We spent an hour or two in the Public School here the other day, and found Mr. Badger hard at work, assisted in the several departments by Misses McBeth, Hamilton and Torgeson. We judge it to be the impression of the people, from what we learned, that the school is better than the school-house, and such was our own. But many good things needed must wait till better times.

NEENAH.—"Mr. L. B. Purmort, with the assistance of the Misses Canfield Burrows and Richardson, keeps an excellent school in Neenah; indeed as good, an one as we could wish for. But the building is a regular old rattle-clapp, dingy, smoky, dirty, ill-arranged, abominable concern, an imposition on the good nature of the children and their teachers, and an insult to those who feel it their duty to visit the public schools. Let's have a new school-house."—*Island City Times.*

PLOVER.—After an account of the closing exercises of the last term of the Public School, the *Times* and *Republican* says: "We think the Plover and Union School one of the best conducted seminaries of education in the state, and a more efficient and popular teacher than Mr. Sabin it will be difficult to find. His assistants—Miss Rogers, in the Intermediate Department, and Miss Alban, in the Primary Department—are also competent and efficient in their spheres and render the school a valuable one.

CALIFORNIA.—We have received a very interesting and practical report from a committee appointed by the Legislature, consisting of Prof. J. D. Whitney, State Geologist, Hon. John Swett, State Superintendent, and Hon. J. F. Houghton, Surveyor General, on the subject of establishing a State Institution, embracing an Agricultural College, a School of Mines and a Museum of Natural History. The Committee, after an intelligent survey of existing institutions, recommend the establishment of *one* Institution only, on the basis of the grants of lands by Congress for a "Seminary of Learning" which is interpreted to mean a State University, and for an "Agricultural College," and that this be made subservient to practical, scientific education, and organized at first without a collegiate course of study, this being provided for in ordinary colleges. The committee take we think a wise view of the needs and interests of the young and growing State for whom they speak.

KANSAS.—The Third Annual Report of the State Superintendent, Hon. I. T. Goodnow, indicates a favorable condition of things in that State, notwithstanding her drawbacks In 33 counties organized, the County Superintendents report 26,882 school children, of 16,603 enrolled in the schools,—being an increase of 5,500 over last year. The school-lands—sections 16 and 36 of each town, are considered very valuable, and it urged that 500,000 acres given by Congress for "internal improvements" be secured for school purposes, as was done in Iowa. The donation of a building, apparatus, etc., at Manhattan, for the purpose, has enabled the Trustees to put the Agricultural College into operation already. The gift is valued at $25,000.

NEW YORK CITY.—The Annual Report of Hon. S. S. Randall, Superintendent of Schools, for 1863, together with the Reports of the four Assistant Superintendents, Messrs. Henry Kiddle, Wm. Jones, N. A. Calkins and S. W. Seton, makes a pamphlet of 127 pp. Nearly 200,000 pupils of all grades were taught in the various schools, including colored and evening schools, and the Free Academy for boys, but the average attendance was a little less than 85,000. The number

of teachers employed was 1934, of whom 200 were males. The expenditures approach one and one-half millions per annum. Mr. Randall urges the establishment of a High School for girls, to correspond with the Free Academy for boys, and of a Normal School for training teachers for the schools of the city. Some valuable observations are made by some of the Assistant Superintendents to which we shall recur hereafter.

PLATTEVILLE ACADEMY.—We inadvertently omitted to allude to this school last month as one favorably located for a Normal School. It is we believe the oldest incorporated institution of learning in the State, and has perhaps sent forth more young persons who have engaged in teaching than any other.

BELOIT COLLEGE.—A large part of the $50,000 needed to place the endowments of this College on a solid foundation, have we learn, been secured through the efforts of President Chapin and Rev. Mr. Pettibone.

LIST OF COUNTY SUPERINTENDENTS.

The following corrections require to be made in the List as published in the February number: Rev. C. F. Kingsland is Superintendent of Buffalo County, instead of A. Finkelnburg. His Post-office is Maxville. The name of the Supt. of Jackson county, is J. G. instead of A. Wells, and of the Supt. of Dodge, West District, is E. D. instead of T. Steele.

SUBSCRIPTIONS TO THE JOURNAL.

In the credit for subscriptions to the Journal, the figures for Sauk and Sheboygan counties were accidentally transposed; Sauk has 45 and Sheboygan 28 subscribers.

We acknowledge the receipt of lists recently for the current six months, from the Superintendents of Dunn and Wood counties. Dunn, formerly one of the "lone star" counties, has more than filled her quota; Wood exceeds herself, and furnishes more subscribers than she has teachers employed.

TEACHERS' CERTIFICATES.

Our printers desire us to say to County Superintendents that they have Blank Certificates of all grades on hand, at the following rates:

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ORCUTT'S HINTS TO TEACHERS.

Wishing to put such remaining copies of this little book as we have into the hands of teachers, we will hereafter send them by mail, at wholesale price, 25 cents, and postage added, which is 8 cents. Send 33 cents and get a book, which though not containing as much of course as the works of Page and Northend, is really valuable and instructive, and is commended, among other distinguished teachers, by Hon. W. H. Wells of Chicago.

OUR ADVERTISERS.

Messrs. Sargent, Wilson & Hinkle call renewed attention to Ray's series of Arithmetics. We observe by the Report of the State Superintendent, that this excellent series is more numerously used in this State than any other; it is also the one recommended by Mr. Pickard. The above Publishers also call renewed attention to four other valuable books, all of which we have heretofore commended. "Test Examples," "Things Taught," or "Object Lessons," "The Examiner," and Evans' School Geometry. The latter is used in the Normal Department of the State University, and gives good satisfaction we learn.

Messrs. Barnes and Burr call attention to some of their valuable publications. The "Graded School," by Mr. Wells, is really a most valuable work, and should be in the hands of every Superintendent and Principal Teacher. The Readers published by them, since their introduction have greatly increased in circulation, and are certainly to be commended, both for external execution and internal literary merit and adaptation to the wants of schools. Not to particularize all the list, a new book in French will be noticed.

MILWAUKEE AND PRAIRIE DU CHIEN R. R.

This road, the Time Table of which we publish, is with its rolling stock in excellent order, and up with modern improvements. Some superior Sleeping Cars are about being introduced we understand. Passengers to and from Minnesota will find this the most pleasant route, the river being now open.

CATECHISM OF CHRONOLOGY.

This little work, which we noticed last month, will be found a very useful companion to any student of history, and contains information, not otherwise eadily accessible, that should be in possession of every advanced pupil at school. The prrce is reduced to 15 cents per copy, post-paid.

Address orders to J. H. Cooper, Burlington, Wis.

BELLS.

Mr. Stoner announces a rise in the price of Bells; he will give a new schedule of prices next month.

BACK NUMBERS.

Our readers will please notice some corrections in our advertisement for back numbers. We will immediately send back the postage on any numbers sent to us by mail.

BOOK NOTICES.

THE FRENCH AND ENGLISH FIRST BOOK; or, the Rudiments of French and English Grammar combined: with exercises for Reading and Translation. Designed as an introduction to Pujol and Van Norman's French Class Book. By David Greene Haskins. New York: Barnes & Burr. 168 pp. 12 mo.

There is doubtless a great advantage gained, especially for the purpose of colloquial use, in introducing children to an early knowledge of a foreign language. Classes carefully instructed according to the plan of this book, may acquire an elementary knowledge of English Grammar at the same time with French, with but little additional expenditure of time and study.

A TEXT-BOOK OF GEOLOGY. Designed for Schools and Academies. By James D. Dana, LL. D., Silliman Professor of Geology and Natural History in Yale College; author of "A Manual of Geology," "A System of Mineralogy," of Reports of Wilke's Exploring Expedition on Geology, Zoophytes, Crustacea, etc. Illustrated by 375 Wood Cuts, Philadelphia: Published by Theodore Bliss & Co. 354 pp. 12 mo.

We have been charmed with this book. To a mind unperverted by the frothy literature of the day, the subject has a fascinating interest. The text, which is a condensed, graphic and lucid view of the general subject, is most beautifully illustrated by striking cuts. The mechanical execution of the book is in keeping. We think it will be found to answer an admirable purpose for classes not expecting to devote any extended attention to the study, while it is an excellent book for family reading.

Back Numbers of the Journal Wanted.

Of Vol. I, Nos. 1 to 11,.....From March, 1856, to January, 1857;
" " II, Nos. 1 to 9, ...From July, 1857, to March, 1858;
Of Vol. III, Nos. 7, 9 and 12.....January, March and June, 1859;
Of Vol. IV, Nos. 1, 6, 8 and 12.....July and December, 1859—February and June, 1860.
Of Vol. VI, Nos. 11 and 12.....May and June, 1862;
Of Vol. VII, Nos. 1, 2, 3, 5, 10 and 12, July, Aug., Sept. and Nov., 1862, and April, and June, 1863.

We shall feel obliged to any of our friends who may have any of the Numbers above mentioned, and do not care to preserve them, if they will send them to us, or inform us that they have them. They are needed to make complete sets, which we wish to get together, in the belief that they will be wanted sometime in the future. We can supply most or all of the numbers *not* mentioned above, and shall be glad to exchange; or to furnish complete sets of Vols. V or VIII, for an equivalent number of the above mentioned numbers. If sent by mail the postage is two cents for any package weighing four ounces or less, and two cents for each additional four ounces, or fraction thereof. On receipt of numbers by mail we will return the postage.

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A Graded Course of Instruction for Public Schools, with copious practical directions to Teachers, and observations on School Discipline, School Records Primary Schools, Heating and Ventilation, etc.

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READERS.

ORANGEVILLE, PA., Nov. 16th, 1862.

Gentlemen—It has been more than three years since I introduced the National Series of Readers—Parker & Watson's—into the model and normal classes of the School under my charge. During the whole of this time we have also used Sargent's Series, and some of the numbers of Webb's and Willson's Series a part of the time. In order that the teachers of the Normal School, as well as myself, might be able to judge by their fruits of the respective merits of the several series, I have put two classes of similar age and attainments, for three or six months, the one into the National Third, and the other into Sargent's Third; or, again, the second into Willson's Third Reader, and the result of our experiments has been, without an exception, in favor of the National. I have never used a Series of Readers with so much satisfaction, or one which has so well stood the test of a continued class-trial H. D. WALKER, Princ. of Orangeville Normal School.

Prof. J. W. McDONALD, of the Methodist College at Mt. Pleasant, Iowa, says, under date of Dec. 23, 1861, of the "Fifth Reader:" "The book surpasses anything of the kind I have examined. In addition to its merits as a school book, it is valuable as a Dictionary of Literature and Biography. Its beautiful appearance has charmed me into reading many of the selections which were before familiar."

From Rev. B. F. CRARY, D. D., State Superintendent of Minnesota: "The National Series of Readers are among the best books of the age."

Prof. SAMUEL P. BATES, Assistant Superintendent of Public Schools of Pennsylvania, says, under date of Jan. 4, 1862: "I find that your series of PARKER & WATSON'S National Readers are going into use in all our leading Normal Schools. They are unquestionably ahead of anything yet published."

ASTORIA, N. Y., June 10th, 1863.

We introduced Parker & Watson's New Readers, in April last, in place of Willson's, which were previously in use. In the main elements of good reading books we find them every way satisfactory. While they are free from matter not pertaining to their department, they present systematic Elocution, and a wide and judicious range of matter, so closely graded as to adapt them to the wants of all classes of pupils. J. L. KETCHUM.

From MOSES T. BROWN, Superintendent of Public Schools of Toledo, Ohio: "In regard to the Readers and Spellers by Parker & Watson, it is sufficient to state, that the different series of other authors were critically examined by ou Board of Education and myself, and the decision was unanimous in favor of the National Series. Our Teachers are delighted with the books, and none more so than the primary teachers. I consider the Series better adapted to our graded school system than any other now before the public."

From JOHN D. FORD, M. D., President S. N. Board of Instruction for Minnesota: "After a thorough examination of the various Spellers, Readers and Geographies published by the different houses, the Minnesota Normal Board of Instruction, with almost entire unanimity, selected and adopted Parker & Watson's National Series of Spellers and Readers, and Monteith and McNally's Series of Geographies. This decision was made with the mere care, as the books selected were to be used in the schools of the State for the next five years. I think we shall have no occasion to regret the decision."

BARNES & BURR, Publishers.

51 and 53 John St., New York.

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THE

Wisconsin Journal of Education.

VOL. VIII. MAY, 1864. NO. 11.

A GLANCE AT PESTALOZZIANISM.

PART II.

BY LOWELL MASON, MUS. DOC.

We now proceed to speak of some of the more positive characteristics of the system.

The Pestalozzian teacher looks first and always to the constitutional nature of the child, as the basis of his work; here he finds the germ of those faculties which he is to draw out, strengthen and make perfect. His instrument is instruction; it is by this, or the communication of knowledge, that the mental machine is set in motion. He first appeals to the external senses, which he desires to awaken to a consciousness of the reality of the objects around. From these he leads, through the feelings, which he must never fail to enlist, to reflection and the logical powers. To enlarge the sphere and to give certainty and precision to the perceptions, to quicken the feelings, and to invigorate the powers of thought, is his constant aim.

In close connection, follows the knowledge of language, always necessary in all departments and at every step of the educational process; the teacher endeavors, from the first, to train his pupils to such a careful use of words, as will enable them to express with precision those things with which they have become acquainted. This he never neglects or passes by in a superficial manner. He leads first *to do* or *to know*, and then in close connection *to express* or *to define*. He does not, indeed, attempt to draw out complete or scientific definitions or descriptions, but only such as will define clearly what the pupils actually know, or can do. The use of language is not to go before, nor yet to linger behind, but is ever to be made a companion—a help-meet to the knowledge of things.

"Words and things," says Dr. Watts, "are most easily learned together." But it may be asked, "why shall we accept from the pupil, at any stage of his progress, an imperfect definition or description, or one which is not full and complete?" The answer is, because he, as yet, knows only in part, and he is never to be called upon to describe or define that which he has not yet learned, but only that which he already knows. Complete and logical definitions cannot be understood until there is complete and logical knowledge; and the pupil should *never be required or permitted to repeat over mere words which he does not understand.* Definitions, descriptions and explanations must be comprehensive and correct, when viewed in connection with the pupil's knowlege or attainments; but such as are satisfactory to-day, may require modification or reconstruction to-morrow, or as progress is made and more extensive views are acquired. Technical terms should be withheld until they are needed or become convenient, and that will not be until after the pupils have acquired a clear conception of the realities they are intended to designate. Let this principle be observed, and there will be no difficulty in a child's understanding or remembering such words as are ordinarily considered difficult, as, for example, the names of geometrical forms, or such words as absorbent, adhesive, concave, convex, opaque, perforated, and many others, uncommon, perhaps, to children, but of frequent occurrence, and most convenient in giving distinct and clear lessons on various objects. Language is thus brought in as it is needed, and taught, not abstractly, but in connection with things, with the various circumstances of life, or with those natural objects with which the pupil is made acquainted. Aided by language, which re-acts upon thought, suggesting, enlarging, knowledge becomes more definite, and the way is opened for further advancement. The imagination is soon brought in, and the presence of an object is no longer necessary to call forth the *idea* of it; it is seen mentally, its form is retraced, its proportions are determined; comparison, reason, judgment follow, and the pupil, while yet a child, manifests the attributes of a man.

Again. The Pestalozzian Teacher looks to the whole human organism, and endeavors to promote the most harmonious growth of all its powers. He is watchful to introduce the various studies as they are needed, and is careful so to treat them as to insure the best results, both in respect to general progress, and to the development of the particular faculty to which each study is more immediately adapted. Does he desire to develop the powers of imitation and invention? He may resort to drawing. Does he wish to exercise judgment and reason? He may avail himself of arithmetic. Would he strengthen the powers of conception and imagination? He relies much upon geography and history. Does

he seek to awaken the social feelings, enkindle the kindly affections, and promote "peace and good will" throughout his little school-kingdom? He calls in the aid of poetry, and invokes the power of elocution and of song. Thus by the aid of each school study, in accordance with its peculiar character and adaptedness, should the understanding be cultivated, and the moral nature improved. The whole range of school studies and employments should be treated according to the natural growth of the child, and also according to those laws of association and natural growth of the child, and also according to those laws of association and dependence by which each faculty in its own progress, is made to promote the growth of others. No one should be so cultivated as to predominate at the expense of another, but every one should be drawn out in accordance with its proper relations to the whole, and always with special reference to the highest or spiritual nature of man; and this universal development should be, as far as circumstances will allow, *simultaneous*.

"A child," says Pestalozzi, "is like an unopened bud; and as when the bud expands every leaf unfolds, so should it be with the faculties of the child." And long before Pestalozzi, the great English philosopher employed the same figure in enforcing the same sentiment. "In forming the human character," says Bacon, "we must not proceed as a statuary does in forming a statue, who works sometimes on the face, sometimes on the folds of the drapery; but we must proceed (and it certainly is in our power) as nature does in forming a flower, or any other of her productions; she throws out altogether, and at once, the whole system of being, and the rudiments of all the parts." But they whose high office it has been to train the human flower, (perhaps from a desire to save labor,) have been too often partial in their proceedings. The leaf called memory (for example) has received much more than its proper share of attention, while upon those named judgment and reason, growing in the region of thought, much less care has been bestowed, and those still more beautiful and fragrant, springing from the very heart of the blossoms, to promote the growth of which requires the utmost care and watchfulness, and in which are the seeds of life, have been, too often, almost wholly neglected. But that each leaf of this human flower should be carefully unfolded, that no one should be neglected, isolated, or plucked off, and that they should be all trained in their mutual relations and dependencies, so as to make one perfect whole, our system regards as of the first importance. The Pestalozzian teacher will so direct his efforts as to elicit the correlative influence of the opening powers of the child; he will watch the progress of these powers, and will furnish each with its proper aliment, as may be required. But it is said, perhaps, that

there are already too many studies in the schools, that the children should be kept to a few the more important or disciplinary studies, as grammar, or arithmetic, until their powers are well trained, and afterwards give attention to others. Yet surely the proper time to introduce any study is when the opening faculty demands it. Besides, grammar and arithmetic are not always disciplinary studies; they are not so considered in relation to muscular strength, nor with reference to taste, fancy, or the imagination.

Arithmetic, logic, and the like, do not belong to æsthetics, or to taste and beauty, but for development in this department, music, drawing, color, poetry and elocution are among the early and most important disciplinary studies. The danger arising from a multiplicity of studies, so frightful to many, depends upon the *why*, and the *when*, and the *how*, and not upon the mere fact of number. If the circumstances of the school compel the teacher to crowd in knowledge, or rather the appearance of knowledge; if he is obliged to aim at insulated results for the purposes of an exhibition close at hand; if he is obliged to treat his pupils as though they possessed the powers of imitation and memory only, or as mere parrots, many studies will certainly interfere with his success. But if he be not prevented by parental expectations and impatience, or by school-laws or customs from pursuing the true end of school instruction, many studies will be required; not so much, perhaps, because of their intrinsic value, as because of the peculiar adaptedness of each to unfold some corresponding faculty of the mind. Pestalozzi's bud has many leaves; and no good teacher, or friend to the cause of humanity, will willingly neglect the means by which the proper growth of every one of them may be promoted. Such an one does not think that there are too many, either for himself to take care of, or for the most beautiful unfolding of the whole flower.

One of the first things needed is song, for from earliest infancy should be felt the soothing power of lullably from a mother's soft and gentle voice; for even thus early, by the blessing from above (always given when properly sought,) a kindly moral influence may be exerted, the effect of which will continue as long as the immortal spirit lives. No one can be fully qualified for the duties of a teacher or a mother who cannot avail herse f of this educational power of song. The eye, too, needs attention almost as soon as the voice is heard, nor should its training to forms of beauty be delayed after it has begun to perform its proper functions; and the systematic or logical study both of *drawing* (for the eye and hand), and of *singing* (for the ear and voice) should be commenced at an early age; these should be among the earlier studies, and not be put off, as has been common, until the school-going season has well nigh passed.

The former should be commenced as soon as the child manifests an inclination to make marks with a piece of chalk; a suitable black-board should be provided and the little hands be guided to the vertical, horizontal, and oblique lines. Singing, too, should receive attention as soon as a tone utterance is manifested. Let not the little voice be hushed because of its waverings and uncertain sounds, or its irregular and ill-timed accents, or for fear that its action, when judiciously directed, may injure the vocal muscles and check their growth; but like the feeble tendril just shooting from its parent stem, and feeling round for its required support, so let the voice and every faculty receive the aid and encouragement it needs.

Diversity of talent, or the condition and prospects of life, will undoubtedly render it expedient ere long, to treat some studies with marked attention, and to give up the expectation of any high degree of excellence in others; but still no one should be shut out altogether from the cultivation of those faculties, which, though differing much in degree, are to some extent common to all, even although some may not at present seem to be needful for the future.

Allusion has already been made to the fact that instruction does not comprise the whole, or even the most important part of the teacher's work; yet this is of so much moment that it may be proper to avert to it again.

"The highest end of education," says Sir William Hamilton, "is not to dictate truths, but to stimulate exertion; since the mind is not invigorated, developed, in a word *educated*, by the mere possession of truths, but by the energy determined in their quest and contemplation."

The Pestalozzian teacher is deeply sensible sense of this, and therefore, with much patience and hard working, he steadily aims at opening and bringing into efficient action the various powers of his pupils. He desires to train the hand, the heart and the head—to train to see, to hear, and to think; to a consciousness of ability, so that in the future acquisition of knowledge, his pupils may be able to act for themselves. His object is not so much to fill the mind, as to render it capable of filling itself. He looks upon the school not only as the place where the knowledge of facts is to be communicated, but where error is to be rooted out, and bad habits and associations are to be broken up; where right principles are to be instilled and character formed or improved. He regards his work as consisting much in the preparation of the soil; cutting down the trees, digging out the roots, picking up the stones, plowing, draining, enriching, and as far as circumstances will permit, casting in the seeds. But here he is met by a very commonly prevailing opinion, that mere reading, writing and ciphering, in accordance with certain characters or

rules, previously learned or committed to memory, constitute the whole object and purpose of his work; its educational end being almost entirely overlooked. But if the school is to be viewed as a field in which the soil is to be tilled, what are the common studies, when considered in relation to this end, but implements of husbandry? What are reading, and arithmetic, and grammar, and music, and drawing, and all the other studies, but hoes and spades and shovels by which the work of human culture is to be carried on?

That the capabilities of the child are the basis, and that the harmonious unfolding of all the powers is the province of education, and that this great work, so far as the teacher is concerned, is to be carried on by the school studies and employments,—these are Pestalozzian principles; but notwithstanding their obvious truth and great importance, they are yet far from being generally understood, or certainly from being practically applied.

If it be said that others besides Pestalozzi have understood some of these principles, it is most freely admitted; still we believe he was the first to hold them out prominently as principles of school procedure.

[TO BE CONTINUED.]

SPECIAL EDUCATION.—AGRICULTURE AND THE INDUSTRIAL ARTS.

In July, 1862, Congress passed an act of the gravest import to the people of the United States. Under its provisions lands were offered to the several States in the ratio of thirty thousand acres for each representative and senator to which the States were entitled under the apportionment of 1860, for the purpose of providing institutions whose "leading object should be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the *liberal and practical education of the industrial classes* in the several pursuits and professions of life."

This act, in effect, inaugurates a great scheme of national polytechnic education. For, although the institutions to be established in accordance with its provisions are called Agricultural Colleges, yet it is manifest, from a perusal of the several sections of the act, that the instruction to be imparted is by no means limited to that special branch. The applications of science to the various arts and military tactics are required to be taught, "without excluding classical and other scientific studies."

The disposition which shall be made of this magnificent endowment by the several States accepting it, is a question of the greatest importance, and there is danger that the designs of the national Congress will be defeated in many cases by a misdirection of the means to be derived from the grant. We doubt whether the designs of the act will be best subserved by a connection of these agricultural institutions with our colleges as they now exist. The act of Congress manifestly points to the organization of schools for the promotion of the mechanic arts, and not for agriculture alone. The objects of our literary colleges seem scarcely to be in harmony with those proposed by the scheme before us. Instruction in agriculture, and in the applications of science to the arts is a *specialty*. The aims of the American college, as it now exists, are general. The purposes of the two are, therefore, incongruous. An organization which would befit the one would not be adapted to the other.

But there is one feature of the Congressional act which is very significant, and which we hope will not be ignored by those who have the direction of these matters. That feature is most distinctly and emphatically expressed in the words, "to promote the liberal and practical education of the *industrial classes* in the several pursuits and professions of life." Whatever method will best subserve this prime object of meeting the wants of the "industrial classes" is the best. If the toiling millions, the bone and sinew of the republic, are expected in the future to matriculate at the colleges, and if they cannot be gathered into institutions more congenial to their needs and tastes, then we say let the glittering prize go to those venerable institutions of learning, and let us make a virtue of necessity.

But it seems scarcely possible that the order of things is to be reversed in this particular. The masses of the people, the industrial classes, will continue as heretofore to receive their only education in the common schools. Nineteen-twentieths of the people of this country are thus educated, and unless the coveted instruction provided for by this grant can be diverted in part, at least, into this channel, it will fail to accomplish its legitimate purpose as expressed in the act. We need not so much a highly educated few, who will never mingle in the daily toil of the workshop or the farm, but rather the intelligent, thinking many, with minds stored with the elements of that knowledge which is to "fit them for the various pursuits of life." These suggestions are offered in the kindest spirit, and with the sincere desire that a movement so important in its aims should not be diverted into a wrong channel. The questions involved demand, and we trust they will receive, the most careful and dispassionate consideration.—*American Educational Monthly.*

STATE AGRICULTURAL COLLEGE.

REMARKS OF SENATOR VAN WYCK.

The question being on ordering the Agricultural College bill engrossed and to a third reading, Senator Van Wyck, from Kenosha county, arose and said:

Mr. PRESIDENT:—Before this bill shall pass to a decisive vote I will ask the indulgence of the Senate while I present a few words in its behalf, both as a member of the Committee and as one of the representatives on this floor of the great interest which it proposes to benefit.

It is unfortunate, Sir, that a necessity should exist for the introduction of a measure of such general interest amid the exigencies of a great war, when considerations of public economy may possibly lead many friendly to its objects to hesitate in its support.

The importance of immediate action in order to secure compliance with the terms of the grant of Congress donating the lands have seemed to leave to the Committee no other alternative. It may also serve as some sanction to their action to recall that times of war have often been periods of great mental activity, and of progress in art and science, and that institutions like this, established under similar circumstances, have frequently remained the noblest monuments of energies and activities which public perils have first called forth.

It is true that this is a moment in which long protracted war with its attendant duties seems to menace us with some of its usual financial difficulties, yet it is a question worthy of most careful consideration whether it will be wise for us for that reason to withhold those efforts by which we may be best enabled to sustain their pressure. Can we afford to suspend our exertions in procuring for our State those educational influences which are best designed to aid in developing its resources and increasing its productions?

Amid the convulsions and "wild uproar" of war, civil life has still its functions and duties—has yet its mission of promoting the welfare of the State by educating its citizens and increasing its productive power.

If these are not to be intermitted or suspended, can we make a better bargain, financially considered, for the educational interests of this State than by an advance of thirty thousand dollars to secure the sum of three hundred thousand to be applied in acquainting its farmers with systems intended to give new facilities and augmented power to their industry?

It is also unfortunate that the large and important class who are most interested in the objects of this bill are not themselves united in a just estimate of its advantages. Hundreds of active, intelligent farmers will

rejoice in its passage. Many more will perhaps regret it as of no practical utility, and a waste of public money. Were it otherwise, were the farmers of this State united in this request, a public sentiment would have been created, and an influence thrown in and around these halls, which, when the great department of agriculture should appear here, as now, to ask at our hands of its contributions the moderate sum—the paltry sum, I had almost said—of thirty thousand dollars, would quickly silence all cavil and objections.

Agricultural Colleges differ, Sir, from all other collegiate institutions in which the sciences are taught, by their usual connection with a model farm, where the principles of science are practically applied under the direction of scientific and experienced men. They proceed on the theory that farming is an Art as well as a Science, and propose to improve present systems by the introductions of new methods, and by experiments which, if attempted by individuals without the competent knowledge, must prove expensive and unsuccessful. It is this distinction which renders it undesirable and impracticable to connect the system of instruction in all its parts with the existing collegiate institutions of the State.

I am no enthusiast, Mr. President, in the plan of *producing* practical farmers through the medium of books and of colleges, yet I am not insensible to the great advantages which will accrue to the farmers of this State from a more thorough acquaintance with those natural laws on which is based the success of their daily operations. And I shall rejoice in the establishment of an institution in which the sons of farmers may be instructed in scientific principles, without those associations and influences which too often weaken their attachment to their own profession.

While especially adapted to the wants of farmers, this Institution, by its Scientific and Polytechnic departments, cannot fail to confer important benefits upon the Mining, Manufacturing and all the Industrial pursuits of the State.

The principle upon which it is founded is the *education of our industry*, whether engaged in the production of food, or in those other kindred arts which enables us to command the vast resources of nature for our convenience and enjoyment.

This Institution is intended also by the terms of the bill to perform a service which in this enlightened age is regarded as almost indispensable to the well being of every state. Bureaux of Agriculture have been established at considerable expense in several States of this Union for the collection of industrial statistics and reports—the importation and distribution of new varieties of seeds and plants—and the introduction of improved implements.

This important office the bill devolves upon the faculty of this College, thus procuring an exceedingly valuable service at moderate expense.

The value of institutions of this class is no longer a question, and certainly here needs no argument; yet suffer me to direct attention for a moment to the remarkable manner in which the rapid increase of their number and the liberal endowments made for their support have in many enlightened countries indicated the growing appreciation of their advantages.

In 1840 there were but nine Agricultural Colleges in all Europe. There are now more than five hundred. Russia alone has sixty-eight. Seven of the States of this Union have established them, and bills are now pending for the incorporation of such colleges before the Legislature of nearly all the other Free States. One such institution in Europe has received the sum of five hundred and twenty-five thousand dollars, besides seventy-five thousand dollars for its annual support.

In our own country, Maryland has appropriated fifty thousand dollars —an equal sum being raised by subscription—and six thousand dollars to defray its annual expenses. Pennsylvania has appropriated fifty thousand dollars twice—in addition to a farm and fifty thousand dollars donated by the people. Wherever they exist they have been found valuable auxiliaries to industrial and social progress.

There is one view of this bill, Sir, which appeals very powerfully to my own sympathies and approval.

In founding this institution, the State organizes, as it were, a department of Agriculture, and recognizes the claims on its attention of its most important branch of industry—recognizes, in fact, the rights of labor to special legislation for its elevation and improvement. At a moment when passing events are so triumphantly vindicating the great advantages of free labor, I conceive that this State is eminently fortunate in having the opportunity to signalize its confidence in its own system, by the establishment of an institution so well calculated to augment its power and to add to its culture and ornament.

It is an argument, Sir, frequently employed against this measure, and from its general acceptance worthy of notice here, that "all former investments of this character on the part of the State have proved entire failures and that further advances in this direction are but a waste of the public money." The history of the institutions of this State is more familiar to many here than myself. Yet, when I recall the fact that most of the now flourishing colleges of our country have passed through a similar period of struggle and unproductiveness—which seems indeed

an inseparable condition of their infancy—much as our success in this regard may have fallen below our anticipation and the early promise, I cannot but entertain the hope that the future of these even will prove far less gloomy than their present condition may lead us to apprehend.

But, Sir, whatever may be their history, or destiny, I am unwilling to interpret the lessons of experience as counseling, because of past errors, a hopeless and fruitless inactivity.

Former mistakes, as I comprehend their use, should serve as guides in our future action, but not discourage further exertion and enterprise.

It is also said that "farmers do not desire the establishment of this college—that they do not need it." There is a spirit abroad in our land in respect to farmers, which I think is much to be deprecated, and which often leads us to listen too readily to the suggestion of the less enlightened and liberal of their number. It is the disposition to accept a low standard of education and refinement as the measure of the farmer's wants and capacity. It is the spirit which has surrounded many European cities with boors and peasants, and has kept them so. If heeded, it will close our seminaries of learning, just as even now it seeks in many districts to close our common schools.

This was not the early American doctrine, and never can become such, but to our detriment as a nation. The age that witnesses the degradation of this class in its relation to the other classes of society, will mark the decay of our social system and national character. And, Sir, I fear, unless the advantages shall be afforded this class which are extended to almost every other—the means be given of informing them more thoroughly in the principles of their profession—unless we multiply influences which in these days of progress will enable the farmers to keep pace with the other classes of society in all that can instruct and refine, that age is rapidly approaching.

I am in hopes, Mr. President, that that the bill will pass without further amendment, as I believe that in its present form it will best accomplish its object. I shall vote for it because the conditions of the grant seem to impose the necessity of immediate preparation; because the honor and faith of the State are in a manner already pledged by its acceptance; because the financial interests of the State for many years to come may not be more favorable to the enterprise, and the State cannot afford to wait for its benefits; and because it is my hope that this young and richly endowed State of Wisconsin shall possess, and that speedily, all the advantages and educational influences which any other enlightened country or sister State may have found instrumental in the cause of social progress and civilization.—*Wis. Farmer.*

THE SCHOOL ROOM OPENING INTO HEAVEN.

In the teacher's profession, as in every other, we are not to judge of the possibilities or the limitations of the calling by its common aspects or its every-day repetition of task-work. I protest against the superficial and insulting opinion, that, in the education of children, there is no room for the loftiest intellectual enterprise, and no contact with divine and inexpressible wonders. Any teacher that so judges his vocation by its details belittles it. The school room, no less than the philosopher's laboratory, the studio, or the church itself, opens upwards into God's boundless heaven. Each of these very sciences I have named has moral relations, and terminates in spiritual mystery. And when you awaken a feeling of that great truth in your pupil by the veneration, the earnestness, and the magnectic devotion of your own mind, you have done him a service no less essential to the completeness of his education, than when you have informed his understanding of certain scientific facts. Arithmetic, for instance, ascends into astronomy, and there you are introduced to laws of quantity, which make the universe their diagram—to the intellectual magnitudes of La Place and Newton—to the unsearchable empire of that religion which feels after the God of Arcturus and Pleiades. The rules of grammar are only intelligible formularies that lie in the utmost boundary of an inexhaustible study. And the government of your pupils—what is it but the faint and erring endeavor to transfer, into the little kingdom you administer, the justice and the love which are the everlasting attributes of the Almighty himself, applying them even there to immortal souls. Let us not wrong the dignity of such an employment by denying its connection with things unspeakable. —*Prof. F. D. Huntingdon.*

DIFFICULTIES OF THE ADVANCED TEACHER.

The teacher who has to deal with more advanced scholars, and whom we may suppose to have had some experience in the work, finds difficulties perhaps as serious and discouraging as the young teacher, though of a different character. He must not be surprised if he be not *conscious* of much progressive increase of power and skill. The truth is, that each advance in experience unfolds to us new proofs of our weakness and ignorance. The more we know, the more we are conscious of the vastness of the unknown. The more skilful we grow in some respects, the more we feel our want of skill in other ways. Dr. Chalmers beautifully illustrated this truth by drawing a circle upon a board, and showing that the larger the circumference of light, the larger also was the enclosing of

darkness. And if this be true of human knowledge, how much more so in regard to that Divine truth, which it is the teacher's high calling to impart to others. I think it has been recorded of some eminent physician that after extensive experience in his profession he made an observation this kind :—"When I began practice, I could name twenty remedies for every disease; but now I can tell you of twenty diseases for which I know no remedy." But the measuring of our own ignorance is a real advance in knowledge; "for if any man thinketh that he knoweth anything, he knoweth nothing yet as he ought."—*English S. S. Magazine.*

GRADED SCHOOLS.

The number of these is steadily increasing, and their superior excellence and efficiency, compared with the ungraded system, is everywhere apparent. They have, however, in a few localities, failed to meet the expectations, of a portion at least, of their patrons. Still, the fault is not in the system, but in the imperfect manner in which it is put in operation.

The practice which most injuriously affects this system, consists in degrading the high school department, by crowding pupils into it before they are prepared for the transfer. If in the highest department, a number of scholars are admitted who properly belong to a lower grade, it will be impossible for the teacher of that department to give instruction in his own grade, and at the same time in that of the lower, either so well or so thoroughly as he could if he had only his own proper work to do. Parents of advanced pupils, finding that their sons and daughters are deprived of proper instruction, by the great multitude of classes, in branches which should be taught in the lower grades, and finding them associated with a throng of undisciplined pupils, conclude to secure private instruction.

The manner in which this evil springs up is this: The directors find that the primary school is too full. They accordingly attempt to relieve it, not by dividing and establishing another primary school, but they look about for a few of the most advanced pupils and transfer them into the next higher grade, before they have finished the course in the primary school. This affords a temporary relief, but has to be repeated, and hence all attempts at classification are seriously disturbed. This practice causes the second grade to be much crowded, and the same plan is adopted for affording relief to it. In this way pupils are pushed along till the high school is reached, which very soon come to partake of the nature of a mixed school, and the evils result which ought to be expected, causing the dissatisfaction to which we have referred.

The high school, to be successful must be made select—scholarship alone being the test for admission. Promotions should not be made oftener than once, or at most twice in the year, and then only after a thorough examination by a competent committee. Suitable persons for holding these examinations and recommending the proper transfer, would be, the principal of the high school, the secretary of the board of directors, and the County Superintendent, and these are the proper persons to assume the responsibility.

This plan, if rigidly pursued, would make the number in the high school in many towns quite small, especially if the course of study is an advanced one. But this is no objection. If it is small, greater opportunity will be afforded for making the organization complete, for giving the most thorough and accurate instruction, and for visiting and superintending the lower grades. If it is of an elevated character and really meritorious, it will soon be sought after, and to get into it will be regarded as a prize worth drawing. Besides, the teacher in a high school cannot profitably teach so large a number of pupils, as in a lower grade. The number of studies pursued by each pupil in this, is much greater, and the time required for giving efficient instruction longer, than in the more elementary classes. In a proper classification of scholars in a graded system, the primary department will of necessity be much the most numerous. Many children do not live to enter the grammar school, and many more have not the disposition or the attainments to reach it. And of those who are admitted to the grammar department a still smaller portion advance to the high school.

But while much care should be taken in establishing and perfecting the high school, it is no less important that the primary departments be organized for the most efficient service; for they are really the substratum upon which the prosperity and usefulness of the whole system must rest. It is from this that the higher departments are to be fed. A mistake here will be felt throughout the course.

Great pains should therefore be taken to furnish every appliance needed for the health and comfort of this class of pupils; that the rooms be not too much crowded for the most thorough teaching, and for the preservation of proper discipline and quiet; that black-boards, and maps, and charts, and simple apparatus, suited for this grade of instruction, be plentifully supplied. These appliances are inexpensive, compared with those needed for the higher grades; but it is perhaps even more important that they be furnished; for, the pupils not being capable of reflection or much concentration of thought, need a species of instruction that addresses itself to the eye, and to the youthful apprehension.

It is now very generally believed that females can teach this grade of schools more successfully and acceptably than males, and experience confirms the belief. It is however desirable that there be a male teacher at hand, who can be appealed to in cases of extreme obstinacy or malevolence.

Especial pains needs to be exercised in selecting the teachers for the primary schools. A much higher order of talent is needed than is generally supposed. A love for the work, aptness to teach, great power of endurance, tact in gaining the confidence and affection of pupils and leading them at will, methodical and orderly habits, quick and clear perceptions, with the ability so to communicate as to catch the attention of pupils and inspire them with enthusiasm, depth of moral feeling and sentiment, and untiring zeal and interest in the welfare of the pupils,—are qualities much to be desired in the teacher of a primary school. It should not be forgotten that the twig is easily bent, and that the giant tree bears the marks of early misuse.

From four to five hundred pupils are as many as can be conveniently collected in one locality, or accommodated in one building. One male principal, with from seven to nine female assistants, is, perhaps, the most economic and efficient teaching force that can be employed for this number of pupils. In a city or village with eight to nine hundred pupils, two such schools are needed. With sixteen to eighteen hundred pupils there should be four such schools properly located in the four quarters of the town. When the population of a place is sufficient to require three or four such schools, it will doubtless be found most satisfactory and economic to establish a central high school. Then these several graded schools will serve for the primary and grammar departments, and be tributary to the high school.

City Superintendency.—It is impossible to have a graded system kept in successful operation, without a thorough supervision, with power to apply correctives. To secure this end, large cities should emply a City Superintendent, whose sole business should be to visit and examine the schools, and report monthly to the board what each teacher is doing, and the working condition—the defects and wants of each school. In towns and small cities the principal of the high school can be employed one or two hours each day in visiting the subordinate schools, and be required to report monthly. The propriety and importance of this feature will at once be recognized. If each school is allowed to go on independently of every other, its condition and immediate wants being known only by the teacher and not properly comprehended even by him, a part of the evils will naturally ensue which are inseparable from the ungraded

system, and errors will go on multiplying and unchecked. This subject is respectfully but earnestly recommended to the attention of the local boards.

In my visitations, some errors have been observed in the construction of buildings, and putting the graded system in operation, which should be particularly guarded against. Without attempting to present them in detail it will be sufficient for present purposes to simply refer to them.

1. Failure to provide suitable grounds for exercise and sports.

2. Failure in adopting the means for securing the proper warming and ventilating of the rooms.

3. Neglect in grading the seats and desks, as to height, size and distance apart, to suit the age and size of pupils.

4. Crowding together too many pupils into one room, rendering it impossible for a single teacher to manage or instruct them efficiently.

5. A failure to provide suitable seats and conveniences for class recitation, and sufficient amount of apparatus and black-board surface.

6. Lack of judicious system in promoting pupils from one grade to another.

7. Not employing a competent board to examine and decide upon promotions.

8. Want of adequate supervision in carrying out the plan adopted.

We have dwelt at considerable length upon the concluding topic in this report. Its importance, at the present juncture in our school affairs, seemed to demand it. Considerable enthusiasm has been manifested throughout the Commonwealth in commencing and organizing graded schools. Their friends have every where held out the most promising results. It is important that the expectations thus raised be not disappointed, and that the work so well begun, be improved and perfected, and its efficiency and popularity sustained. There is danger that through neglect it be abandoned to indifference or odium. Such a system in its infancy needs to be carefully nurtured. Difficulties are to be anticipated. A project so grand, so broad in its foundation, so comprehensive and lofty its proportions, cannot be expected to be launched at once into successful operation. Ignorance and bigotry are to be encountered, pride and prejudice are to be overcome, and a thousand minor difficulties will found in the way, impeding its progress. But the friends of the system may rest assured that if the schools are made good and efficient, their final triumph cannot be doubtful.—*Report of* Hon. S. P. Bates, *Deputy Supt. of Common Schools, Pa.*

THE TEACHER'S VISION.

"Another day of toil is o'er,"
The teacher sighed, as closing door
With creak and slam, as if by rule,
Shut out the last one of her school.

All day she'd heard it creak and swing—
But now she seemed to hear it sing:
"Thus back and forth—thus to and fro—
Aimless and useless see me go."
All day the fair and youthful brow
Had worn a patient guise; but now
'Twas clouded o'er as if with pain;
That door whose song had been so plain,
Recalled her own monot'nous lot,
Chained to the self-same narrow spot,
Coming at morn, going at night,
With thousand yearnings hidd'n from sight;
But yearnings not for ease or rest—
Only to see her labors blest.
Once she had deemed that meed of fame
Might yot perchance surround her name,
As one who'd sought by light of truth
To guide the simple mind of youth.
But now she thought with aching heart,
How vain her toil, her skill and art.
And from her lips came murmuring low—
"Thus useless back and forth I go."
Her proud head drooped with first despair,
While pitying sunbeams hovered near.

Their brightness roused her soul at last,
Expelling thoughts of gloomy past,
And then a voice, sweet, clear and low,
"Sang—"Onward, upward, teacher go;
Thy weary strife of toil and pain
Shall yet be bless'd—'tis not in vain."
The veil of darkness seemed to rise,
And future things to greet her eyes.

She saw a man with pen of fire
Who seemed all nations to inspire,
And cried, while pen flew swift and light,
"*Her* love and pains taught me to write!"
She knew that rude and barefoot boy,
Who once had found his chiefest joy

In breaking every law and rule;
Who scouted books and hated school.
Then while the vision faded slow,
Rang—"Onward, upward teacher go!"

Next rose a lofy hall of State,
Filled with the wise, the good and great,
Who gathered round an old man's chair,
A sage with frosted beard and hair,
And asked him how his life had been
So pure and just—so free from sin.
The old man's beard and moustache gray
Were parted, while she heard him say:
"Through God 'tis due to teacher kind,
Who told me first I had a mind;
Whose word and life, with gentle sway,
Taught me at length the better way."
And then rang forth: "Now do ye see
Thy toil shall not all fruitless be."

Then came a drunken jeering crowd
Of either sex, with laughter loud,
Draining the dregs of pois'nous bowl—
Seeking relief for guilty soul;
Beyond the reach or thought of shame—
Men and women only in name.
And there passed by on th' other side,
A fair young maid, who shudd'ring cried—
"To faithful teacher of my youth,
I owe my virtue, honor, truth."

Anon the sun-beams warm and bright
Gave to the scene a heavenly light;
A full clear voice no longer low
Sang—"On toward Heaven, true teacher go."
Angelic tongues took up the song,
And waves of harm'ny surged along,
The teacher started from her dreams,
In time to catch the sun's last beams.

Still forth and back the old door swung—
Anew she read the song it sung.
That barefoot boy she chanced to meet,
And ne'er saw he a smile so sweet.
He littled dreamed, that idle boy,
Whence came his teacher's new-born joy.

NORA.

MATHEMATICAL DEPARTMENT.

Solution of Problem 19.—By comparing the tables of simple and compound interest we see that equality is attained at between 10 and 11 years. To find the fraction of the 11th year:

1.000000 = simp. int. $1.00 for 10 years.
.967153 = comp. " " "
.032847 = difference at the end of 10 years.
.137705 = compound interest for the 11th year.
.10 = simple " " " "
.037705 = difference for the 11th year.

Then $\frac{.032847}{.037705} = .8713$ part of the 11th year required, to become equal.

And 10.8713 years—Ans. S. LITTLEFIELD.

NOTE.—The principle upon which the fraction of the eleventh year is computed, in the above solution, may be demonstrated as follows:

Let $m + n$ represent any number of years, m being a whole number and n a fraction.

Assume c = comp. interest of one dollar for m years at r per cent.
S = simple " " " " " " R "
C = comp. " " " $m + n$ " " r "
S = simple " " " " " " R "

Then $C = (c + 1)\,rn + c$, and $S = Rn + s$. By equating the values of C and S we find $n = \frac{s - c}{(c + 1)\,r - R}$.

Solution of Problem 25.—If A can do the work in 10 days and 2 hours, or in 92 hours, and B can do the work in 13 days and 3 hours, or in 133 hours; A, in one hour, can do $\frac{1}{92}$ part of the work, and B, in one hour can do $\frac{1}{133}$ part of the work. Then A and B together, in one hour, can do $\frac{1}{92} + \frac{1}{133} = \frac{225}{12236}$ of the work. $1 \div \frac{225}{12236} = \frac{12236}{225}$ = the number of hours it will take A and B to do the work. If C could do as much in $\frac{3}{4}$ of a day as A and B could do in $\frac{4}{3}$ of a day, $(\frac{12236}{225} \div \frac{4}{3}) \times \frac{3}{4} = \frac{3059}{25}$ = the number of hours it will take C to do the work. $\frac{3059}{25} \div 11 = 4\frac{419}{275}$ = the number of days it will take C to do the work.

Cassel's Prairie, Wis. J. F. BARKER.

Solution of Problem 26.—

Since A's money + $\frac{1}{3}$ of what the *rest* have = \$137,
$\frac{2}{3}$ of A's " + $\frac{1}{3}$ of what they *all* have = \$137,
and A's " + $\frac{1}{2}$ " " " " = $\frac{3}{2}$ of \$137.

Reasoning in a similar manner with the other conditions, we find
B's money + $\frac{1}{3}$ of what they all have = $\frac{4}{3}$ of \$137.
C's money + $\frac{1}{4}$ " " " = $\frac{5}{4}$ of \$137.
D's money + $\frac{1}{5}$ " " " = $\frac{6}{5}$ of \$137.

Adding these four expressions, $\frac{137}{60}$ of what they all have = $\frac{317}{60}$ of \$137 ∴ what they all have = $\frac{317}{137}$ of \$137 = \$317. Since A's money + $\frac{1}{2}$ of \$317, = $\frac{3}{2}$ of \$137, A's money = \$47. Similarly, B's money = \$77, C's = \$92, and D's = \$101. W.

Solution of Problem 27.—Allow me to offer the following not original solution of problem 27. The two hands are together at 12 o'clock. The minute hand passes the hour hand 11 times in 12 hours; and the times between these passings are equal; or, the 11 passings divide 12 hours into 11 equal parts, each = $1\frac{1}{11}$ hours.

When the hands are together, the minute hand has 360 degrees to gain on the hour hand, before they will be together again. The hands are together the third time between 3 and 4 o'clock, and they will form the given angle (36 degrees equal one-tenth of a circle) just before, and also just after that event. Hence, they will come to the given position at $2\frac{9}{10}$ times $1\frac{1}{11}$ hours, equal $3\frac{9}{55}$ hours, past 12, and also at $3\frac{1}{10}$ times $1\frac{1}{11}$ hours, equal $3\frac{21}{55}$ hours, past 12 o'clock. A. W. WHITCOM.

Solution of Problem 28.—Let d = number of rods in the diameter of the field; then $3.1416 \times d$ = the circumference, and $\frac{1}{4} \times 3.1416 \times d^2 \div 160$ = area in acres. $16 \times 3.1416 \times d$ = number of rails in the fence = number of acres in the field. Hence $\frac{1}{4} \times 3.1416 \times d^2 = 16 \times 3.1416 \times d$; ∴ $d = 160 \times 16 \times 4$. AMICUS.

Correct solutions have been received from A. W. Truesdell, Julius H. Barker, Byron L. Aldrich, P. O. K. and E. J. W. We have also several solutions from S. Littlefield.

Problem 33.—The sides of a triangular lot are $99\frac{2}{3}$ feet, $84\frac{1}{3}$ feet, and $53\frac{2}{3}$ feet; what is the greatest length of boards that can be used in fencing without cutting a board?

Problem 34.—There are two numbers, such that $\frac{3}{5}$ of one exceeds $\frac{4}{7}$ of the other by $107\frac{1}{5}$. What is the ratio of the numbers?

Problem 35.—A man borrows a certain sum of money at 6 per cent., and lends half of it at 7 pent., and the other half at 9 per cent. At the end of the year he finds that he has gained $96 by the operation. What was the sum borrowed?

Problem 36.—One side of a triangle = 15, one of the angles adjacent to that side is 135°, and the sum of the other two sides = 25. Required a solution of the triangle. W.

Problem 37.—Find the value of the fraction $\frac{\sqrt{m-n}+\sqrt{m}-\sqrt{n}}{\sqrt{m^2-n^2}}$ when $m = n$.

Problem 38.—Our doctor's age is double mine,
Our pastor's age is twenty-nine;
If to their sum you do add eight,
Square root then take, a sum you make,
To which then add just thirty-two,
Makes twice my age and this is true:
So tell each one his years—how few.

Menomonee Falls. E. RODENBERGH.

A WORD ABOUT CHAIRS.—An eminent physician, speaking of our chairs, remarks that they are too high, and too nearly horizontal. We slide forward, and our spines ache. The seats should be fifteen or sixteen inches high in front for men, and from eight to fourteen inches for children and women. The back part of the seat should be from one to three inches lower than the front part. This is very important. The depth of the seat, from front to back, should be the same as the height. The chair back is likewise unphilosophical. The part which meets the small of the back, should project furthest forward. Instead of this, at that point there is generally a hollow; this is the cause of much pain and weakness in the small of the back. The present seats produce discomfort, round shoulders, and other distortions.

This subject especially demands the earnest attention of all who are interested in the construction and furnishing of school houses.—*American Educational Monthly.*

Let the idea of utility preside over the direction of this school, and let all its studies tend, not to fill the memory with loads of words, but to strengthen the mind, and invigorate and regulate the will and all the active powers.—*Osgood.*

TOWN TEACHERS' ASSOCIATIONS.

FRIEND PRADT:—I noticed some time ago a communication in the Journal in regard to Town Teachers' Associations, and as you desire to have some information of the nature and the proceedings of the "Pioneer Town Teachers' Association of Iola," I hereby comply with your wishes, and give a few items of our work and our experience.

We meet on the first and third Saturday of each month. Every teacher is a member, after paying 25 cents and signing the constitution. Persons who are preparing for teaching are admitted by a vote of the Association, after having presented certificates of good scholarship and deportment from their teachers. Absence and tardiness are fined. These moneys are used for a Teacher's Library.

Our meetings are conducted according to a programme, thus: Singing, Call of the Roll, Reading of the Minutes, Excuses, Mental Arithmetic, Written Arithmetic, Reading, Spelling, Reading of Compositions, Grammar, Geography, General Exercises, Miscellaneous Business. We suspend our rules at pleasure, and adjourn to any school-house we please. As President of the Association, I try to enforce all the rules, and require of the members to solve certain problems, or to write compositions, or to prepare certain lessons. At recess they have access to the library, where they exchange books, under strict regulations.

This Association has been in existence for nearly three years, and I will name some of those points which I believe of high importance for the success of this or any other similar society:

1. To observe punctuality and to adhere to the rules.

2. To prepare properly for the meetings and to try to make them interesting and beneficial to the members.

3. To assign lessons and problems to the members, and to reject all excuses, except sickness.

4. To meet in school-houses where the school is in session and watch the proceedings of the teacher, and criticise the teacher after the school is dismissed.

5. To change from teaching in classes, representing scholars of different ages, to general exercises and discussions, as often as may be deemed necessary.

6. To converse on the news in the field of education, examinations, changes in school-law, etc.

7. To celebrate the Anniversary in connection with the schools.

8. The President of the Association to be the first and the last, and the hardest working member.

The last three years have given me ample time to try our plan; and I

judge that Associations fail to work well only when the teachers are not sufficiently educated and interested in their profession. But the leaders should know that success depends entirely on a judicious management; they must study the members and their wants, and try to supply the latter; and the members, while doing their part faithfully, must believe in success, for faith will conquer all things.

We have succeeded here very well. Our town furnishes more teachers than any other of the same population. At present we have about twenty active members in the Association, and our members teach in general good schools. But this state of our association cost a great deal of labor. I often drive twenty or thirty miles, Friday evening, to attend the Association on Saturday; and it sometimes requires much patience, especially if I find many of the members absent or unprepared, after I have worked so hard for their benefit.

I am very truly yours, J. WERNLI.

Iola, Waupaca Co., April 2, 1864.

[This Association, if we mistake not, embraces teachers in several towns.—EDR].

SUPERINTENDENT'S DEPARTMENT.

AMENDMENTS TO THE SCHOOL LAW.

Below will be found an act, passed at the late session of the Legislature, amending the school law in a few particulars. Section one provides that a majority of the electors present at any annual school district meeting may determine that succeeding annual meetings shall be held on the last Monday of August, instead of the last Monday of September.

Section two allows a district, when voting a tax at a special meeting, to decide that such tax shall be collected by the town, instead of the district treasurer.

Section three provides that the lands of a non-resident may be taken for a school-house site.

Section four allows lands contiguous to a school-house site already located, to be taken to enlarge such site.

Each officer in possession of the Code of 1863, should cut out the act given below and paste the first three sections over those in the Code which they amend.

Section four may be pasted at the bottom of page 35, and thus the whole school law will be embraced in one book.

SPECIAL NOTICE TO TOWN CLERKS.

The attention of all town clerks receiving this number of the Journal is called to section 58 of the law, and they are earnestly requested to comply with its provisions by forwarding their names and address to this office without delay; and any person, who was a town clerk last year, receiving this number, will confer a favor upon the undersigned, by calling the attention of his successor to this notice.

J. L. PICKARD, *State Supt. Pub. Inst.*

AN ACT to amend thapter 155 of the general laws of 1863, entitled "an act to codify the laws of this State relating to Commen Schools."

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Section seventeen of chapter one hundred and fifty-five of the general laws of eighteen hundred and sixty-three, is hereby amended, so as to read as follows: "The annual meeting of each school district shall be held on the last Monday of September, in each year. The hour of such meeting shall be seven o'clock in the afternoon, unless otherwise provided by a vote of the district, duly recorded, at the last previous annual meeting: *Provided*, That at any annual meeting of a school district, held after the passage of this act, a majority of the electors present may determine that the annual meeting of such district shall be held on the last Monday of August, in each year, said determination to take effect when a copy of the proceedings of said annual meeting in reference to such change, shall have been filed with the town clerk of the town in which said district, or (in case of a joint district,) in which the school house or such district is situated, and to remain in force until rescinded by a vote of a majority of the electors of said district present at a legal meeting; the meeting held in pursuance of such determination, to be deemed the legal annual meeting of said district, the same as if held on the last Monday of September, in each year."

Sec. 2. Section sixty-four of said chapter one hundred and fifty-five is hereby amended, so as to read as follows: "Any tax voted at a special meeting held at a time not specified in section sixty-two of this chapter, shall be assessed by the district clerk and collected by the district treasurer in the manner hereinafter provided, unless the meeting which voted such tax shall determine that the same shall be collected by the town treasurer, in which case the district clerk shall include such tax in the statement which by section sixty-two of this chapter he is required to deliver to the town clerk on or before the fourth Monday of November."

Sec. 3. Section seventy-eight of said chapter one hundred and fifty-five, is hereby amended so as to read as follows: "Whenever a school district shall be unable to obtain the school-house site selected or designated by a majority of the electors thereof present at a regular meeting, on account of the refusal of the owner to sell or lease the same, or on account of the owner being a non-resident, such site may be located and established by the town board of supervisors in the manner hereinafter provided."

Sec. 4. All the provisions of the said chapter one hundred and fifty-five in reference to the location and establishment of school-house sites, shall apply to the selection and establishment of any addition to a site already located: *Provided*, That no site as thus enlarged shall exceed one acre of land.

Sec. 5. This act shall take effect and be in force from and after its passage and publication.

Approved April 4, 1864. Published April 16, 1864.

EDITORIAL MISCELLANY.

NOTICE TO THE FRIENDS OF TEACHERS IN THE UNION ARMY.

At the annual meeting of the State Teachers' Association in July last the undersigned were appointed a committee to form an Army list of Wisconsin Teachers.

In order that the Roll of Honor may be as complete as possible they earnestly request all persons having knowledge of the enlistment of a teacher into the army of the United States, or that any teacher is serving, or has served in said army during the present war, in any position, to communicate the name of such teacher and his position, to the chairman of the committee, A. J. Craig, Madison. In case of the death of a teacher while in the service, please give the time and place, and the cause if known; whether killed in battle, dying of wounds, or of disease. County Superintendents are particularly requested to act.

A. J. CRAIG,
E. W. PEET, } Committe.
April 25, 1864. WM. M. COLBY,

NATIONAL TEACHERS' ASSOCIATION.

The proceedings of the Annual meeting, held in Chicago, August, 1863, are ready for distribution, and will be furnished by the undersigned to members, on their application, by enclosing five cents for postage. This edition contains: a digest of the proceedings of former meetings; constitution; list of members; Mr. Russell's address at the organization, and the journal of proceedings and addresses at Chicago.

The March number of the American Journal of Education contains, in addition to the above, portraits on steel and biographical sketches of the Presidents, Messrs. Richards, Rickoff, Bulkley, Philbrick and Wells—and of Prof. William Russell. It may be obtained for fifty cents, by addressing Henry Barnard, Hartford, Conn.

JAMES CRUIKSHANK,
Cha'n Pub Com., Albany, N. Y.

THE NEXT MEETING OF THE N. T. A.

This will be held we learn the second week in August, and probably as far east as the Hudson river—the place not being yet determined. Some arrangements will be made we suppose for excursion trips at reduced rates.

The exercises are to consist in part we believe of brief Reports, each occupying perhaps from ten to thirty minutes, on several topics named in the Address of the last President, Hon. Mr. Philbrick. These Reports are to be followed we understand by discussions. This strikes us as a sensible and business-like way of proceeding. Some of our cotemporaries, misled perhaps by the reporters for the Chicago papers at the last meeting, have spoken of these Reports as "Lec-

tures," and have expressed, as well as they might, a dread of listening to so many elaborate efforts of the kind in dog-days. When the Programme is announced, their apprehensions will be relieved we doubt not.

There is an eclat and much social pleasure connected with such a large assemblage as convened at Chicago, but if the object of the Association is principally business—to examine and determine the principles that underlie National Education in its various aspects, such an unwieldly and miscellaneous body is not desirable. In short it would seem to be a better plan that it should be representative. The Assocication originated in 1857 with a call for its formation by a number of Presidents of State Teachers' Associations; but instead of embracing usually any appropriate number of members from different States, as at present constituted the annual membership must be determined very much by the locality of the meeting. Might it not be better that each State Association should send delegates, and contribute its share towards the expenses? This would preclude no teacher from attending as a visitor, and it would usually happen that those who were ready to pay the expense of attendance from a distance, would become the delagates of the State from which they should go.

Again, a session of only three days is quite too short to accomplish very much work. An entire week, with the rest of a Sunday preceding and following it, would give more time with less hurry. Then the expedient of a division of labor, already talked of in some of the State Associations, might be found useful. In fine, it may be that it we are to have a well organized National Congress of Educators, it will become more efficient by assimilating itself more in its composition and character to its civil prototype.

LEGISLATIVE INACTION.

Every important Bill laid before the late Legislature, looking to an advancement of our educational interests, failed to meet its sanction. In the Providential oversight of human affairs there is we suppose some compensating advantage to be gained this delay. At all events we must wait another year (perhaps to be disappointed again) for the Town System, Normal Schools, and an Agricultural College. These are all measures of paramount importance, and we confess that we have no sanguine expectation of any more favorable state of things for securing them next winter than existed at the session just closed. The Senate evinced at all times a commeneable readiness to act liberally for the cause of education, but a curious chapter might be written of the history of educational matters in the Assembly. However, we only add that the latter body has left the Wisconsin Journal of Education without any State patronage, and now the question is,

SHALL THE JOURNAL GO ON?

Our readers will please take note of the Correspondence and Circular on subsequent pages. The question asked above must be answered mainly by the teachers, and we hope each one on reading this will begin to act and not wait for some one else, or for a County Superintendent to come round. Our present

subscribers will please remember that the Journal was put to them almost at cost on the past volume, and that this must be taken in place of any offer of prizes, etc., for the next volume. Without entering into arguments or persuasions, we only add that what is first needed is a response from a sufficient number of teachers and others that they will sustain the Journal to authorize an announcement to be made in the June number that the New Volume will go on, and then the dollars must be forthcoming. Please therefore send in the names, either directly, or through the County Superintendents. Let each county secure if possible names enough to come within the reduction of terms—88 cents.

Among the five thousand school officers to whom the Journal is now sent, there may be some we hope who have a sufficient interest in educational affairs to become suscribers, although circumstances do not allow it to be taken at the expense of the district. Should this number prove to be considerable, it will furnish a reason for making the Journal useful at the fireside as well as in the school-room.

PESTALOZZIANISM.—The portion of Dr. Mason's Lecture given this month is a most valuable statement of the principles of Pestalozzianism, which is but another name for the true or natural method of teaching. The remainder of the article will be given next month. Like many other men of consummate genius, Pestalozzi lacked executive ability. He was a profound educator but not a very successful teacher. "It was his office to educate ideas and not children; to combat the errors, prejudices and abuses which prevailed on the subject of education in the age in which he lived; to lay down correct principles which others could carry out much better than he, and which have effected a complete revolution in the education of the young"—that is to say where they have been intelligently applied.

MECHANICAL TEACHING.—The following extracts from the Report of Mr. Henry Kiddle, one of the Assistant Superintendents of Public Schools of New York City, may serve to illustrate and confirm some points recently discussed in the Journal. Every school-officer who brings to his task an intelligent appreciation of the proper work of instruction, will notice the same defects:

"A radical defect observed in many classes and occuring in different forms, is a lack of rational, intelligent teaching. The pupils, on commencing the study of a science, are not sufficiently instructed in its elementary ideas and facts. Often required to exercise their reasoning powers upon principles, very imperfectly understood or conceived, it is not surprising that they relapse into verbal repetition, and that the subject becomes lifeless and uninteresting, sometimes even disgusting to them. Every science has its special alphabet of elementary facts, and these must be well learned, or nothing pertaining to it can be clearly understood. The familiar phenomena which it treats of and explains, should be brought forcibly to the conception of the pupil, and constant reference made to them in teaching, so as to bring the instruction directly home to his actual mental experience, and in this way to induce him to enlarge that experience by close and vigilant observation."

"NEED OF EDUCATIONAL SCIENCE.—Closely allied to the defect already exposed, and coming properly under the head of *mechanical teaching*, is the quite general practice of relying exclusively upon fixed *methods of teaching*, instead of studying the scientific principles of education, underlying all methods, and which, if correctly understood, would dictate how and when particular methods should be employed, and when they should be modified or give place to others better adapted to the object designated. The former practice is the exclusive resource of the mere artizan, the latter, the glorious privilege of the educated artist, or scientific operator, who, discarding all mere routine, scans the work to be done, the difficulties to be surmounted, and then applies the best means which his scientific information affords, to accomplish the task. Most teachers crave plans, modes, devices, expedients; principles they fail to grasp, and cannot, therefore, make them the means of suggesting methods. Give them an illustration, and they will follow it by servile imitation, failing to catch the general truth altogether.

It is exceedingly difficult to effect any important improvement in the capabilities of such teachers, as they require a special illustration for every case, and often fail in adaptation as well as invention. Nor can this be justly charged to their negligence or want of reflection. How should they be expected to know, what they have had no means of learning? It is true they possess the means for experimenting to an unlimited extent, but induction and generalization are slow processes, and all minds have not the patience and acumen to employ them in such a way as to develop great general truths. Most persons seek rather for practical skill and expertness than theoretic truth, forgetting that the latter is the true index and guide to the former, and that one *principle of science* is worth many *rules of art*. It is not wise, however, to anticipate that principles of science will be educed and applied by the individual, unassisted mind. They are the result of a collation of the experience and observations of many co-laborers in the same field, and when thus obtained, are to be carefully taught to those who are to apply them to practice. To expect that the best success in education will be attained without this, is quite as absurd as it would confessedly be, if attempted in other departments of human effort. It is principally on this account that normal instruction and training are so much required for the proper and adequate preparation of the teacher."

OHIO.—The Tenth Annual Report of the State Commissioner of Common Schools is before us. It was drawn up by Hon. E. E. White the present incumbent, who was appointed to fill the vacancy occasioned by the resignation of Mr. Cathcart. Although Mr. White had but a brief period for preparation, the Report is replete with interesting and suggestive matter, and illustrates the wisdom of appointing "educational men" to educational offices. The existing school-law of Ohio has been in operation ten years and progress has been very marked. "It appears" says Mr. White "that while the number of youth of school age has increased but 14 per cent. since the re-organization of our schools in 1853,

the number of scholars enrolled, the amount paid to teachers, the value of our school-houses, and the number of our schools have all increased upwards of two-fold." The wants still felt in Ohio are the same as here, as will be seen by the following recommendations—the only difference being that Ohio has a township organization, which opens the way far more readily for "central township schools," while we have a county superintendency, which she has not, though she has county examiners. Mr. White recommends the following means for improving the country schools:

1. The introduction of the system of graded schools, and the organization of central township schools, wherever practicable.

2, The adoption of a system of efficient county supervision.

3. The general organization of county teachers' institutes, and the adoption of a system of normal institutes.

4. A more general circulation of books and periodicals, dealing practically with school instruction and management, among teachers and school officers.

5. The adoption of a general course of study and instruction, for the guidance of teachers.

CALIFORNIA.—We are so accustomed to think of California as a new State that to see "Thirteenth Annual Report of the Superintendent of Public Instruction" upon a goodly pamphlet of 214 pages seems a little strange. But this land of gold sprang into being as a State at almost a single bound. The Report before us confirms the very favorable impression we had entertained of the present Supt., Hon. John Swett, and illustrates again the wisdom of putting a practical educator in such a place. The number of public schools is 754, supplied with 919 teachers and attended by 29,416 pupils, while there are 9,158 children in private schools and 20,000 not attending school. These small aggregates are explained by the peculiar character of the population that first fills a mining region. In everything almost such a community exhibits a different state of things from that found in an agricultural community. There are many interesting facts and suggestions in the Report which we must pass at present.

DANE CO. (East Dist.)—The Stoughton *Reporter* after noticing an examination of teachers in that place says of the Superintendent, Mr. A. B. Prentice, "he is constantly gaining in favor, and is a popular, faithful and efficient Superintendent."

RACINE COLLEGE.—The North Hall which was burnt down in January last, is nearly or quite completed, and the attendance is large. It is designed hereafter to have the annual vacation in the Spring, and devote the Summer to study, as being upon the lake shore the pleasantest part of the year.

PORTAGE.—The *Register* in noticing the "Exhibition" at the close of the last term of the High School, speaks highly not only of the "exercises" but of an Address by Dr. Magoffin, the Principal. This delivery of an Address by the

Principal on such occasions, strikes us as a commendable custom—at least once in a-while. In the present instance, as our cotemporary writes, "the reference to the former members of the school, some dead, and some now in the service of their country, and the portraiture of the trials, pleasures and rewards of a teacher's life, were characteristic and affecting in a very high degree."

EVANSNILLE SEMINARY.—This Academy is rising again, as we learn from the the agent Mr. Chester, under the Principalship of Rev. H. Colman, to a a fair degree of prosperity. Mr. Colman is a graduate ot Lawrence University.

MADISON.—The last annual report of the Superintendent of Public Schools, F. B. Williams, embraces a "historical sketch," from the first school, taught by Mr. Searle in 1839, when the population was 150, and the attendance half a dozen pupils, to the present time, with an enrollment of 826 pupils under 13 teachers. There are in the city 2,417 children of school age while seats are prepared for only 714. About 450 are in private schools including some in the University. It appears that school accommodations have always been short; and the "half-day system" inaugurated by Prof. Allen, the previous Superintendent, is eclipsed we think by a plan adopted in 1845 to relieve the crowded state of the school room:

"This consisted," says the report, "of a long shelf built across the end of the room and above the door, to which a ladder at one end gave access. This shelf was used for "stowing away" the smaller boys and girls. To save time the teacher frequently caught the juveniles in hand, and by an expert toss, deposited them in their seat in the 'gallery.'"

In discussing this subject, Mr. Williams quotes the following appropriate extract from the last Report of the Superintendent of Schoo ls in Fond du Lac, Rev. G. B. Eastman:

"If we are to have schools at all, economy will demand that they shall be such as will do their work effectively, and leave the mark of high mental culture upon those who pass through them. The question is not, can we *afford* to provide ample accommodations for all who desire to attend our Public Schools, but rather, can we *afford* to leave so many, who have no other means of instruction, to grow up in ignorance and idleness, and become the bane and pest of society. Beyond any question, the *highest economy* will dictate any expenditure ot money which may be necessary to bring every child in the city under the healthful influence of the school room. The action of this Board, so far as it may be directed to this end, will, I am confident, receive the hearty endorsement of the people. Public sentiment, whenever tested, will be found warmly committed to the support of our public school system, and ready to meet all its reasonable wants."

A GOOD APPOINTMENT.—Our old friend and former fellow citizen, John G. McMynn, has received the appointment of Supt. of Indian Affairs in Washington Territory, to reside at Olympia. Salary $2,500 per year. We understand this appointment was made on the recommendation of the Delegate in Congress from

that Territory, who having been made acquainted with the educational qualifications of Mr. McMynn, desires his presence and advice, in the inauguration of a system of public instruction for Washington Territory.—*Kenosha Telegraph.*

ANOTHER TEACHER GONE.—We learn that Mr. Isaac Stone, late the faithful and successful Principal of the High School at Kenosha, has accepted a Consulship in Asia, and is now on his way with his wife to that quarter of the globe. In connection with the closing exercises of the last Term, the school presented to Mr. and Mrs. Stone as their teachers, a pair of appropriately inscribed Goblets. The Presentation Address was by Miss Phebe McClaughry and was appropriate and affecting.

TEACHERS' WAGES.—East and West this subject is arresting attention. While the prices of living are notoriously high beyond any late precedent, there is a great reluctance on the part of the community to raise the salaries of their teachers and clergymen. The consequence is that many good men are forced to resign. Strange as it may be, many people give up what is needful to the highest well being of themselves and their children more readily than they do their tea and sugar.

NEW PERIODICALS.

THE PEOPLES' JOURNAL OF HEALTH, Vol. I, No. 1. April, 1863 Justin Hayes, M. D., and C. R. Blackall, M. D., Editors and Publishers. Chicago: 79 Dearborn St., $1 a year.

As prevention is better than cure, so the circulation of Journals like the one proposed is to be commended. The first number promises well. It is the only publication of the kind we believe in the Western States. Attention to the hints given from month to month, if they continue of the kind before us, would save much suffering and many doctor's bills.

THE SCHOOL AND FAMILY VISITOR, a Monthly Journal for Teachers, Parents and Children. Edited by W. N. Hailman, Louisville, Ky.

The first number of the above (issued for April) has reached us, freighted with valuable matter, and bids fair to be a most important auxiliary in the work of education in the State. It announces also the intended revival of the Kentucky Association of Teachers, which has held no meeting since the outbreak of the Rebellion. The next meeting will be at Louisville, August 23. Thus does light break from darkness. Kentucky is to be redeemed and take a proud place in the Union.

AMERICAN EDUCATIONAL MONTHLY, No. 4, April, 1864.

It is understood that Prof. W. A. Phelps, Principal of the New Jersey Normal School, is the editor of this periodical, published by Schermerhorn & Bancroft, New York, at one dollar a year. We can commend it to our readers as an entertaining and instructive monthly.

NORTHERN MONTHLY. Edited by E. P. Weston, Portland, Maine. $2 a year.

A notice of the first number of this new candidate for favor was crowded out last month. We take pleasure in saying that it is creditable to the literary talent and enterprise of the "down-easters." John Neal leads off in his happy vein, and many other contributors follow, with a tempting variety. We transferred a poetical piece—"The Two Prophets" to our pages last month. It supersedes the Maine Teacher which is no longer published.

CONSTITUTION OF NATURE: Theories intended to unfold Nature and her Operations. By William Andrew. Milwaukee: Jermain & Brightman, Printers, 1864. 100 pp. 8 vo.

The author puts this pamplet forth as an experiment, deprecating criticism upon its literary merits as it is confessedly unfinished. We give the first paragraph as as a specimen of the "theories" propounded:

"MATTER AND VACUUM.—A pure vacuum is space void of all matter. Were all matter out of the universe, nature would then be nothing but a pure vacuum, and this pure vacuum would have some kind of an aspect. This aspect would be something similar in quality to the zigzag light which is formed when concentrated electrity suddenly divides the air, as when it lightens."

BACK NUMBERS STILL NEEDED.

Thanking our friends in different parts of the State for the numbers sent to us we still wish to get the following:

Of Vol. I, Nos. 1 to 11.	Of Vol. IV, Nos. 1, 6, 8 and 12.
" II, Nos. 1 to 9.	" VI, Nos. 11 and 12.
" III, Nos 7, 9, and 12.	" VIII, Nos. 1 and 12.

We shall feel obliged to any of our friends who may have any of the Numbers above mentioned, and do not care to preserve them, if they will send them to us. They are needed to make complete sets, which we wish to get together, in the belief that they will be wanted sometime in the future. We can supply most or all of the numbers *not* mentioned above, and shall be glad to exchange or to furnish complete sets of Vols. V or VIII, for an equivalent number of the above mentioned numbers. If sent by mail the postage is two cents for any package weighing four ounces or less, and two cents for each additional four ounces, or fraction thereof. On receipt of numbers by mail we will return the postage.

Address, JOURNAL OF EDUCATION,
Madison.

OUR ADVERTISERS.

In calling attention last month to a list of valuable books published by Sargent Wilson & Hinkle, we inadvertently omitted White's Class Book of Geography and DeWolf's Instructive Speller—both of them excellent works. See last page of cover.

THE

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A GLANCE AT PESTALOZZIANISM.

PART III.

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Let us now allude to a few things which, where these principles are understandingly adopted and practically carried out, must surely follow.

1. The pupils will be made to depend upon their own powers. They will be made to work out their own improvement. They will not only be made to know what they can do, but to do that which they know; their knowledge will correspond to their ability, and their ability to their knowledge; indeed it is through their own ability or through *doing*, that they will arrive at knowledge. They will be kept ever at work in the way of research and discovery; and so far as scientific arrangement, classification and naming are concerned, in the way of invention also. The teacher throws a ray of light upon their path, by a question or suggestion, perhaps, as it may be needed, but it is his constant aim so to awaken and quicken their own powers as to enable them to find the way themselves, and press forward in their own strength. It is most essential that the pupils advance in the way of personal research or investigation. In this respect Pestalozzianism or nature is in direct opposition to the very common mode of giving instruction by mere book definitions, or rules, or by declaration or assertion on the part of the teacher. Nothing is ever to be told the pupil which he has the power of discovering. Of course, these remarks apply to such objects or things as come within the proper province of the perceptive and logical consciousness, or the understanding; others, belonging to the spiritual or the religious, are received through the higher faculty of intuition; they are ours by *intuitive* consciousness; and we act upon them with as great, nay, *greater* security than upon such things as are often supposed to be fully comprehended.

"Canst thou by searching find out God? Canst thou find out the Almighty (*or his works*) to perfection? It is high as heaven; what canst thou do? deeper than hell; what canst thou know?" Job. 11: 7, 8. What can we do? Believe, thou friend of Job, Zophar the Naamathite, *believe:* Faith rests upon the unerring word of Him whose *knowledge* is infinite, and whose *truth* endureth forever. What can we *know*? "There is a spirit in man; and the inpiration of the Almighty giveth understanding." Job 32: 8.

2. Not only action, but *freedom* of action, on the part of the pupil, is necessary to success, and must follow the adoption of these principles. The human mind was not made to be enslaved; and as to one who is confined in the stocks there can be no adequate exercise of the body, so to one whose mind is bound down by such conventional rules, laws, or customs as prevent freedom of thought, there can be no sound or healthful mental growth. The mind must be free to think, judge and decide. It is not meant that there must be no controlling influence exerted on the part of the teacher, but that the pupil must never be reduced, by *restraint*, to absolute subjection, or to any mental bondage inconsistent with the full development of his own powers. He should be left unfettered by dogmatic formulas, or rules, while at the same time demonstration irresistible, to love attuned, should often be employed gently to control, and lead him willingly into the truth. The pupil who is conscious that he is free in his investigations, and that the responsibility of coming to right conclusions rests upon himself, will be likely to put forth all his powers, and in doing so, will soon learn that he has something within on which he can depend. His very freedom will prepare him to yield to evidence, and he will learn, at once, to rely upon his own exertions, and to look upwards and trust Him by whom he has been made free and responsible, in whom is his strength, and on whom he ever delights to depend.

3. That *things* should come before signs, or that the pupil should be made acquainted with realities, objects, or existences, before names are given, or definitions are required, is an obvious inference from the principles which we have attempted to describe. Definitions, descriptions and names should, for the most part be drawn from the pupils; but how can they describe that with which they are not acquainted, or how can they name that of which they have no knowledge? Even Adam could not do this, nor was he required to name the "beasts of the field" until after they had been created, and brought to him for that purpose.

"Things before signs:"—It seems strange that while this is so extensively acknowledged theoretically, so few should be found who carry it out practically. This order of nature is directly inverted, most frequently both by teachers and school-book makers, and the attention of the pupil

is first drawn to signs, definitions or rules. In arithmetic for example, the pupil may be required to learn the forms and names of figures, and perhaps to commit to memory and repeat certain arithmetical tables before he has any sufficient knowledge of numbers. And in reading he may be obliged to learn the forms and names of letters, before he has any distinct knowledge of the sounds which they are designed to represent. And in geography, mere verbal definitions are taught before the pupil has any just conception of the geographical elements which they are intended to define. In nothing is this more common than in music, in which notes are made to come before tones, and taught indeed in the place of tones, the teacher having much more to do with written characters, as notes, sharps, flats, clefs, staves, etc., than with the tones of which they are mere symbols.

How often is this carried so far in the various departments of school study as to make mere words or characters a substitute for the thing proposed to be taught, while the reality is quite overlooked. One or two facts will illustrate this :

In Geography.—A gentleman of my acquaintance had occasion to examine a class in this department, in a primary school. He commenced with the well-known book-question, "What is geography ?" The answer was prompt, "geography is a description of the earth." But here the examiner had so much originality as to depart from the book and to ask —"Did you ever see the earth ?"* Not a word in reply. "All who have ever seen the earth hold up hands." Not a hand moved. "All who have never seen the earth hold up hands." All hands were up. Again, he asked, what is the equator ?" The answer was correctly repeated, "An imaginary line drawn from East to West, dividing the earth into two parts." "What is an imaginary line ?" No answer. After some further unsuccessful attempts on the part of the examiner, he made the following supposition : "If you imagine a rope drawn across this room, about as high as my hand, what would become of you if you should attempt to run across ?"† "We should fall down over the rope," was the prompt reply. This was in a school where signs, names, or definitions were not only taught before things, but were made a substitute for them ; yet, without doubt, the teacher knew well enough the words of the rule—"Things should come before signs."

* Perhaps this was hardly a fair question, since the children could not be supposed to have seen the whole earth. "Have you ever seen any part of the earth ?" would have been better.

† Nor can this question be regarded as strictly proper, since the expression "*holding the imaginary rope about as high as the hand,*" was rather adapted to mislead children. The teacher should never take any unwarranted advantage of his youthful confiding charge, but should always observe towards them the most perfect frankness and honesty.

To the same general class of answers does that of the little girl belong, who had been questioned in relation to the natural bridge in Virginia, of which she had been reading, and of which she had given a very satisfactory account. At the close of the examination she was asked, "What other kinds of bridges are there beside the natural bridge? She answered—"Political." This is indeed true enough, yet probably the child had escaped thus far the knowledge of these dangerous passings.

Again in Arithmetic:—"What are you studying at school?" I said to a boy some eight or nine years of age. "The multiplication table." "And can you tell me how many are two times two?" "Four." "Two times three?" "Six."—etc. "Two times ten?" "Twenty." "Two eimes eleven?" Twenty-two." "Two times twelve? "Twenty-four." "Two times thirteen?"—Hesitating—"Oh, we do not have any such."

Again—I said to the same boy some time afterwards: "Well, what are you studying now at school?' "Arithmetic," was the quick reply. "How far have you advanced?" "Oh! I am almost through the book." "Are you as far advanced as subtraction?" "Oh, yes, far beyond subtraction, almost through the book." "May I ask you a question?" "Certainly." It was the year 1858; so I said, "What year is this? Ans. "1858." "If you take 2 from 1858 how many will remain? After thinking a moment he said, "I could tell you if I had a slate." "A slate indeed! can you not tell without a slate?" He thought a moment and replied, "Yes, I can tell;" then after counting a little with his fingers, he boldly replied, "I know." "Well, how many." Ans. "Nine thousand six hundred and thirty-six!!" As soon as I could command myself after this most astounding answer, I asked again, "And will you please to tell me, my dear boy, how you obtained this result?" "Oh, yes,' he replied, and proceeded thus:—"1858, 2 from 1858; well then, 2 from 8 leave six, two from 5 leave 3, two from 8 again leave 6, two from one you can't; borrow 10, 10 and 1 are eleven, and 2 from eleven leave 9. Nine thousand six hundred and thirty-six."

No idea of number can be obtained from the shape of a figure; no sound of the language can be communicated by the form of a letter; no idea of a cape, or bay, or of the earth, or equator, can be acquired from these names; nor can an idea of tones be obtained from musical characters. But in music not only is the mistake made of attempting to teach tones through notes, but this error often leads to another—an appeal to the wrong sense, or to the eye instead of the ear. Most prevalent is this error; and yet the man who should hold a smelling-bottle to his ear, or a watch to his nose, would not make a greater mistake than he does who attempts to impart primary musical ideas by signs, notes, characters, pictorial representations, charts, maps, photographic, panoramic, or dior-

amic views or any thing which is addressed to the eye. And may I not add here, that which would rather be expected, perhaps, from the preacher, that even in the things which belong to religion itself, it is possible that mere names, signs and professions, may be substituted for the reality, so that a man may have a name to live while he is dead.

The true Pestalozzian does not thus err; he is always careful to present the reality before the sign; he requires his pupils to become practically acquainted with the thing itself, and not to trust to a name. After the thing is known, names, signs and definitions receive careful attention. When the reality is thus presented and appreciated, its influence is great—encouraging and quickening to the pupil; it awakens curiosity, enkindles desire, and leads to such efforts as ensure success; but mere words, characters, or signs coming before the knowledge of that which they are designed to express, can produce no such effect; nor, indeed, can they be understood, or afford pleasure, until after they come to be regarded as names, signs or description, bringing up to the imagination the idea of something previously discovered.

"Speech," says Robertson, "has been bitterly defined as the art of hiding thought. Well, the sarcastic definition has in it a truth." "Words often hide from us our ignorance of truth. Who does not know we satisfy ourselves with the name of some strange bird or plant, or the name of some law in nature?" "We get the name, and fancy we understand something more than we did before; but, in truth, we are more hopelessly ignorant; for before, we felt there was something we had not attained, and so we inquired and searched; now, we fancy we possess it, because we have got the name by which it is known; and the word covers over the abyss of our ignorance."

Things before signs, is a motto which the Pestalozzian teacher writes upon the flag of his profession, which he nails to the mast head of the educational ship on board which he sails! Alas! that the winds and storms of parental or public haste, and impatience for results, or the rocks and shoals of short terms, or unsuitable school conditions, should ever compel him to cut away the mast to save the bark from the fury of the raging elements.

4. The Pestalozzian teacher will have, as a general thing, greater confidence in an oral, than in a book-lesson. The human voice is the best revealer of human thought; written language is indeed a most valuable substitute, but the *spoken words heard*, are better than the *written words seen*. "Pleasant words are as a honey-comb, sweet to the soul, and health to the bones." Prov. 16: 24. The voice has life, it touches the feelings, and often calls forth interest even by its own power, independ-

ently of the subject. That there should be inattention and heedlessness on the part of the learner, when no other means of awakening an interest in an object is adopted than the putting a book into the hands, with the direction, "study your lessons," is to be expected. Vastly better is it that a topic be brought before a class in "pleasant words" which "are as an honey-comb," or in such a conversational manner as indicates interest on the part of the teacher, and in which he seems to be studying with his pupils, and in which his mind is brought into direct intercourse and close sympathy with the minds of his pupils, so that the iron shall sharpen the iron. Certain it is that the best impression is that which is made *viva voce*, and not that which comes from book-rules, or technicals; indeed, it will often be found that with older scholars a previous knowledge of book-rules, formulas, or unintelligible definitions, is a serious obstacle to success, and much error must be cleared away before a place can be found for the lodgment of practical truth.

Let it not be understood, however, that our system would *discard* books; this would be a greater error than an undue reliance upon them. Books are not only useful but indispensably necessary; yet they always require a good teacher, and such a teacher will often give the direction, "Shut your books," as he calls attention to a new lesson, or to a process of investigation or of reasoning. In the hands of a good teacher almost any book may be made useful, while the very best books will be of but little use in the hands of a poor one. It may, at least, be said with confidence that no one who cannot teach well without a book can teach well with one.

5. As the Pestalozzian teacher is not dependent upon book-lessons, in his elementary work, when engaged with his pupils in the investigation of facts, or when leading them to an acquaintance with the usages of art, so neither does he require previously prepared rules. He depends upon principles rather than rules, and is careful to give his pupils such a knowledge of these, as will enable them to form rules as they proceed, or find them convenient. They are not to be made to understand the ratio of numbers, for example, by book-rules, or by tables of addition, subtraction, multiplication or division, (if indeed that be possible,) but by their own observation and experience. They are not to be made to understand the relation of tones in music through any scientific formulas of learned men, but only through their own capacities of hearing, producing and judging. And so also of all elementary studies. Until the pupil has a perception of the reality, abstract rules can be of but little value, for they cannot be understood. Yet there are teachers (certainly of music) who from a desire, perhaps, to be regarded as scientific, seem to proceed on the principle that the phenomena of sounds are not to be found in

nature, but are rather to be sought for in the definitions, rules, or canons of scientific books. Not so the Pestalozzian; he leads his pupils to nature first, simple and beautiful, thinking it better to make science and rules dependent upon nature, than to make nature to depend upon rules and science.

6. The simplifying of the elements of knowledge naturally follows the adoption of these principles. The Pestalozzian teacher desires to reduce every branch of study to its simplest elements; and this he knows is a very difficult thing. It has been said that, "any one may teach the higher departments; but to teach well the elements requires a master." "The merit of conveying easily to others true and simple notions," says Sir William Hamilton in his Philosophy of Common Sense, "is much greater than is commonly supposed; for experience proves how rarely this is to be met with." And another writer, in speaking of school-books, says: "It is infinitely easier to write an elaborate treatise on the philosophy of the human mind, than to make a good child's book." So also, it may be said in truth, that a thorough simplification in elementary instruction is a difficult task; one, which requires an accomplished teacher; one, which comparatively few attain. When the work of *analysis* has been well done by the teacher, that of *synthesis* may be left to the pupils; for if he has succeeded in making them acquainted with the elementary materials of knowledge they will be able to build up the edifice by their own exertions.

7. The Pestalozzian teacher is careful to place the "ladder of knowledge" on a firm basis in the mind of the pupil; hence he always commences with something which is already practically known; and from this the pupil is led to the discovery of proximate facts, and is thus constantly ascending from that which he knows to that of which he has been hitherto ignorant. For example, instructions in singing may commence by the utterance of a single word, as come, go, stay, etc. Arithmetic or grammar may either of them be commenced by holding out an apple (or anything else) and asking "What is this?" Indeed any knowledge of which the child is capable may be based on something which he already knows.

8. Again. A carefully graduated course should be pursued. From the simplest beginnings with things most easy and which by repetition are made familiar, the pupil is to be led constantly onward, yet by almost imperceptible degrees. He must not proceed by leaps or jumps; but while gradually ascending, his successive steps are to be bound closely together by oft repeated reviews, retracings, and recapitulatory examinations, so that no interval, break or fissure shall be left unfilled. Thus every step is to be linked with the previous one; it should be the next

in the order of nature to that which has gone before; the new idea being connected with or springing out of one with which the pupil is already familiar. Thus by the most carefully graduated course the pupil is to be raised higher and higher, so that while on the one hand, he will never experience too much difficulty in the ascent, he will on the other be required to put forth his own efforts to rise at every step.

9. These principles require that that all school-doings shall be made pleasant; and that the action by which a natural, vigorous and healthy growth of the faculties can alone be promoted, be an agreeable action, affording present gratification. Wry faces, sour looks, and harsh tones must not be tolerated; peevishness, fretfulness, and discontentedness, with all the evil spirits manifesting themselves in the pupils by such expressions as "I can't," "I won't," "I don't like it," "I am not interested in it;" and in the teacher by frownings, scoldings, threatening, pulling of ears, head-thumpings with stick or ruler, and in various attempts at mere driving, must speedily be ejected, and the teacher and the pupils must be alike pleased with themselves, each other, and the subject of their studies at every progressive step; and all knowledge must both be wrought into the mind and made fast there by some process of delight. Perhaps there is no more important qualification in a teacher than an ability to make study pleasant, and keep up a lively interest in his school. To please both children and parents is one of his first duties; and if he succeeds in doing this in a legititimate way (and he must not attempt it in any other,) he will be likely to succeed in every thing else. Every teacher should be able to throw such an attraction, such a charm around the school room, as to fill the heart of every *good* pupil with joy and gladness.

10. It is hardly necessary to add that the adoption of these principles must ever lead the teacher to regard moral and religious instruction as of the highest importance. But as Pestalozzi was led, so others will be led by them; far back of rules, far back of theological dogmas, creeds, confessions of faith, catechisms, and all forms of words, to fundamental, experimental heart and life realities; from all the formulas of religion to religion itself. Love, confidence, dependence, gratitude, reverence, obedience as exercised both to man and to the God and Father of all, claim the first attention; and a knowledge of these should be drawn out of the natural relationship existing between child and parents, more especially between child and mother; for on the mother, the first teacher, rests in no small degree the responsibility of the moral and religious character of the child. Pestalozzi says that, "as there can be no physical being, so there can be no moral character without a mother." He taught that as in intellectual, so in moral and religious education,

realities or facts make a much deeper and more abiding impression than a mere perceptive form of words; that as are objects to intellectual instruction, so are actions to moral instruction. Hence, he was watchful to bring within the observation of his pupils such facts, living realities, as had a tendency to draw out the moral and religious feelings, leading them to right acts and to the love of good and the hatred of evil. Such also was the manner of teaching, especially by His parables, of the great Teacher, of HIM who spake as never man spake. The Pestalozzian teacher would not attempt to satisfy the cravings of the mind with the mere husks of words, or formal technical expressions, but rather he would seek to impress upon it such a sense of awe and love as may hereafter grow into a well developed religious faith and life. He would have the religion of a child lying upon the heart "like the light, loose soil, which can be broken through as the heart bursts into fuller life" and not "trodden down into stiff formularies" which in all probability must be "burst through and broken violently, and thrown off altogether, when the soul requires room to germinate. Most important of all teaching in this department, is that which comes through example; and in this, perhaps, lies the teacher's greatest power. Abstract lectures and homilies on morals and manners in the school-room are not usually of very great value, and such as are not enforced, or which, perhaps, are contradicted by the teacher's daily habits and intercourse with his pupils, are very likely to to be worse than useless. The teacher should lead along his pupils in the way of truth and goodness by being himself true and good; he should draw out their love, confidence, gratitude and obedience by the constant manifestation of that love to them, that interest in their welfare, and that care and kindness toward them, which are adapted to awaken their virtues and which they cannot resist. He should depend, under the blessings of heaven, upon what he himself is, for what he desires his pupils to be.

It has been said of Pestalozzi that:

> "He, when e'er he taught,
> Put so much of heart into his act,
> That his example had a magnet's force,
> And all were swift to follow, whom all loved."

"While other modes of instruction may convey the doctrines of Christianity," says Dr. Mayo, "the system of Pestalozzi duly executed is a continued illustration of its temper and spirit." Dr. Biber also says that "the spirit of Pestalozzi's method is no other than the spirit of the gospel, applied to the work of education in all its details."

Every teacher may safely give instruction in morals and religion in this way, i. e., by his daily walk and conversation; for against an example

of "whatsoever things are true, whatsoever things are honest, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report," there is no law, either of prejudice, of theology, or of sect. It has been charged upon Pestalozzi that he was not a religious man. We will not attempt to decide the question whether he was or not; but it seems difficult to interpret the character of a man who spent his life going about in doing good on any other ground than that he was himself a good, or a religious man, even though he may not have asserted or professed the accepted creeds and symbols which we adopt, or which were common in the time in which he lived.

But to conclude. As has already been intimated, it is impossible satisfactorily to make plain these principles of Pestalozzi by words either spoken or written. They do not admit of definition or description; consequently it may not be easy to receive them by those who only hear the testimony of others to their excellence, or who only read of them in a book. They must rather come into the mind through personal experience; they must be taken up and followed out practically in the detail of actual teaching. So only can they be truly known; for of them it is most emphatically true, that it is

> "By DOING only we can know,
> What it is we have to do."

This was the way Pestalozzi himself discovered them. He tells us that, deeply impressed as he was with the inefficiency of the prevailing systems of the day, yet, if necessity had not forced him out of his old ways, he should hardly have come to that *childlike state of mind*, in which it was possible for him freely and willingly to follow the simple path of nature. But thus driven, the result was that he abstracted himself himself wholly from the "artificial elements of instruction found in books, and directed his first attention to the natural elements which are found in the mind itself." He commenced instruction in arithmetic with numbers instead of figures; in speech and song with living sounds instead of the dead characters of letters and notes; in religion with deeds of goodness, faith, and love instead of abstract creeds; substances instead of shadows, realities instead of signs in all departments. He thus led his pupils to the discovery of truths which they would not be likely to forget, instead of burdening their memories with the recollections of mere words or definitions which they could not possibly understand. Instead of building up a dead mind, and a dead heart, on the basis of the dead letter, he drew life and energy to the mind, and to the heart, from the knowledge of facts, the true source of life and love.

But why is it that by some these doctrines are still rejected? It may

be that pride and self-sufficiency, as was for some time the case with the speaker himself, shuts the door against their appreciation. "Seest thou a man wise in his conceit, there is more hope of a fool than of him." Prov. 26 : 12.

How often does the state of feeling expressed by words, "I know," shut out one entirely from progress in the acquisition of knowledge. It is not more difficult for a rich man to enter the kingdom of heaven, than for such a man to come to the knowledge of the true philosophy of teaching. There are three little monosyllables of two letters each, which, when taken in a certain order of succession and emphasis, constitute a most excellent motto, or principle of action for the teacher. They are "It *is* so," or, "It is *so*." But in this order, with either emphasis, they are most dangerous to progress. Indeed when thus used they form an insuperable barrier to research, and shut up the mind in darkness and self sufficiency. Change their order of succession and substitute the interrogatory form, "Is is so?" Investigation follows; light, the discovery of truth, cheering, strengthening is the result. Pestalozzi tells us, and it is worth a repetition, that had not these things been forced upon him, he should hardly have come to that *child-like spirit, or humble state of mind in which only it was possible for him to follow the path of nature.* It is a child-like disposition then, such an one as asks, and seeks, and knows, which we need; the teacher needs it, for he must ever be a pupil; he needs it in the pursuit of truth, or in his own personal improvement and preparatory work, as well as in his ministrations to others. Indeed it is needful to all right progress, and (without irreverance) it may be said of truth in the matter of teaching, as of the kingdom of heaven, to which indeed all *true teaching* must lead, that he who receives it, must receive it as a little child.

Happy was it for the great cause of education that Pestalozzi was compelled to the course he pursued. Driven to nature and thus thrown back upon her simple facts, he found in them the ground of education and the sure guide in teaching. This great book of nature is still open for all. Let him who aspires to the high office of a teacher of the young study it well. It will be found to harmonize most beautifully with the other well approved volume by the same Author, and which reaches far beyond the teaching of the former, to things most important; things which our best being renders it indispensable that we should receive, and by which we should also live. From both these books then, the revelation of nature and the revelation of the Word, let us enlighten the head and warm the heart, and by the great truths of both let us ever be governed. So shall our work of teaching prosper in our hands.

When the spirit of both books shall be combined, and exert their united

influence upon the schools and upon the people (which will be realized when all shall become in practice as well as in theory truly Pestalozzian,) the teacher and the preacher will be as one, and both will labor with sure success and sure reward; war will cease; the whole earth will be at rest and be quiet; it will be like Eden, even as the garden of the Lord.

KINDERGARTENS.

Kindergarten means a garden of children. Frœbel, the inventor of the system of instruction symbolized by this name, was a German, possessing all the patience characteristic of the German temperament, combined with the philosophical tendency of the German intellect. The poets have long classed children and flowers together; it remained to Frœbel to show the similarity between the right culture of the child and the plant.

A gardener does not endeavor to make all his plants blossom into roses or camelias; he knows he could not if he would. He is charmed with Nature's endless variety, and wishes not to thwart her own sweet plan. In the Kindergarten the *individuality* of the child is never sacrified to routine instruction. On the contrary, its development is indirectly encouraged by the play given to all the mental faculties. As, for instance, the artistic element is at once appealed to, and molding in clay, drawing with chalk or pencil, or when too young to handle the pencil, pricking with a pin the outlines of birds, etc., drawn on paper by the teacher, form a part of every day's exercises.

The social instinct of children is gratified by the society of their equals in the Kindergarten, and yet they are kept under healthful restriction by the wise and never-ceasing oversight of the genial teacher. They have the pleasure of playing and working in company, but at the same time rival pretensions and the thousand and one forms of the selfish instinct are checked by an appeal to the affections or the conscience.

Children are eager to learn. Their restless curiosity is well known to all preoccupied mothers, who find it impossible to slake this perpetual thirst of the mind; yet they soon tire of one subject, and are disgusted with the book or the teacher that wearies their attention. In the Kindergarten, while it is the aim of the teacher to occupy constantly, the child is never allowed to feel weary of learning, and thus form habits of inattention. Instruction is invested with all the charm and variety that Nature offers in the countless successions and changes of the outward world.

Again: in childhood the senses are in their fullest activity. The child observes details which quite escape the duller senses of the adult. In

the Kindergarten this fact is seized upon as a basis of all instruction of a scientic character. Objects themselves are presented for investigation and examination. Leaves, plants, insects, shells, and—where animals are the subject—colored prints, all find their appropriate place and use in the Kindergarten. Observations are *drawn out* of the children in regard to these objects; thus they learn to think for themselves, and also to *express* each thought as it arises.

To much cannot be said in favor of any system of education which cultivates this *power of utterance*. The gift of speech, that golden gift—the distinguishing characteristic of man—is the very faculty whose culture we seem most often to leave to chance. How few people talk half as well as they can think. How few, however large their powers of observation, can so describe a place or thing as to make it a living reality to the auditor. What an immense motive power does that man wield who is capable of pouring his living, burning thought into the crystal forms of language, leaving them "things of beauty forever" in the memory of his fellows. Is it not worth while to begin the cultivation of this wonderful power even in childhood?

The teacher of the Kindergarten, like the flower-garden, preserves and cultivates the mental peculiarity of each child, while destroying those hurtful weeds of selfishness and forwardness that spring up in every mind, however fair its tendencies: but is not satisfied with this alone. It has been well said that the mind can afford to wait for the body, because it survives it; but that the body cannot wait for the mind. If the education of the mind takes precedence of that of the body, the latter is stunted or irretrievably ruined; not unfrequently dragging down the mind into its deformity. It is not necessary to sacrifice either the mortal or immortal education. The mind and body should grow together, and we believe both will develop more harmoniously if both be wisely exercised. The true Kindergarten provides for both the mental and physical restlessness of children. The utmost freedom of motion, consistent with regard to the comfort of others, is allowed; while plays and songs representing the labors of the farmer, the cooper, the woodsman, or the habits of the hare, the bee, etc., give all that variety of movement so dear to the child. These plays, however, are not merely outlets for bodily vivacity, but become easy intellectual exercises; as whatever is done with a *purpose* must quicken the intellect.

The history of Kindergartens in this country can be briefly told. The idea of Frœbel was put in practice by Miss Peabody of Boston, some three or four years ago. The system was seized upon by kindred minds in New York. In the San Francisco Kindergarten, Frœbel's idea, with such modifications as change of country and nation necessitate, has been

thus far carried out with a success that renders it certain that playing, set to music, and made to *mean something*, is Nature's method of tuition for little children.

The San Francisco Kindergarten has one great advantage over all kindred institutions, which should not be left unnoticed. If it is a desideratum to learn to speak *one* language *well*, it will no doubt prove a subject of congratulation to parents that they can place their children under such influences as will enable them, at the age when the vocal organs are most plastic, to learn to speak and read equally well the two great modern languages, French and English.

Yet, perhaps, the most interesting thought connected with Kindergartens is the single fact, that so deeply has the importance of early education fixed itself in reflective minds that the finest genius of the Old World and the New has not disdained to lavish its fairest gifts of mind, its labor, and its time on children. When we see rare scholastic attainments, the culture of a true gentleman, and the generous enthusiasm of an ardent mind, consecrated to the service of little children, we may well look upon the spectacle with reverential attention. Surely such men as Pestalozzi and Frœbel, and others like them, have partaken largely of the spirit of Him who "took little children in his arms and blessed them," saying, "of such is the Kingdom of Heaven."—*California Teacher.*

A SCHOOL TEACHER'S SOLILOQUY.

Well, it is annoying, but I don't see that I could have helped it either; my authority in the school-room must be maintained at any hazard or I must give up the profession for an easier one—no, *that* wont do; already I have given up two professions to adopt "an easier one," and, the old women say, "jumped out of the frying pan into the fire" each time. One thing I am sure of however, I have lost the good will of nearly all my pupils through whipping that boy. They used to meet me with smiles, and seemed bright and cheerful as the spring sunshine, but now their faces are as straight as though they were going to prison instead of school. How strange it is that they should all behave so because I punished one boy for breaking rules. Perhaps I was a little too hasty acting just on the spur of the moment, but one can't keep perfectly cool all the time especially in a school-room. I think I have been about as patient as most teachers after all, for I have let them romp almost as much they pleased in the room, even after I had told them to cease, without punishing for it, though it has made my blood boil many a time. I don't see that I was hasty either. It is of no use to sit and talk—talk, as I have done; the only way I know of for breaking a bad habit is to take it

by the throat the moment you see it, and then strangle it. Humph, I could hang myself for two pins; and 'twould be a comfortable feeling to what this is too. To think that after all I have done for their improvement, and the patience with which I have borne their perverseness, I should reap this return. If they'd had that abominable old Belcher, who thrashed me so the last winter I went to school, they might have had reason to complain. It is true I broke his rule, and I don't blame him for punishing me for it, but then he did the same thing himself the day before. It was that that annoyed me. He enjoyed wrestling as well as any boy in the school, and would as soon wrestle in the school-room as anywhere else although he had forbidden it, but because I did the same—well Belcher is n't me and I am not James. I never was so inconsistent as he was. I forbade running around the room and don't remember that I ever showed the least inclination to do so myself, but the children do seem at times to be possessed with the spirit that made that herd of swine commit suicide. Well, I have begun and now I'll finish the thing for there is nothing like putting one's foot down hard, once for all. I have been too easy with them. Not a day passed last week without some of them racing around over desks and everything. It is time it was stopped. They seemed to think they were to do as they pleased, and because I stopped them they think me mad, that I have an awful temper, and other pleasing things. I'll make some of them ——— but that wont do, 'twill only make the matter worse. I feel too vexed to live. I wonder if they ever will like me again. I can't do anything with them now. They have lost all desire to please or improve. Our recitations have no life at all. The children seem to be afraid. I wish I had not been so hasty. I ought to have been more strict at first, then there would have been no chance to be hasty. No doubt that James thinks the same of me that I did of old Belcher, and he is about right. I ought to be firmer. I might have known that if I allowed them to break my rules before my sight they would soon care nothing about them. Oh dear! this is one way of becoming an experienced teacher I suppose. I understand the rules of firmness now. But, there, bought wit is the best wit; though this is rather dear. I've paid a week of misery for it already, and shall pay more yet. 'Tis no use to grieve though, so I'll try to win them again; may be I can do it; but at any rate I have no right to grumble if the thistles do hurt my feet when I sowed the seed.

***

A certain writer boasts that he directs all his shots at error. It is all he has to shoot at, for he never gets within gun-shot of truth.

"B NATURAL" is called the key-note to good breeding.

POINTS OF COMPASS—LINES ON THE MAP.

It is important that all students in geography understand well and thoroughly the points of compass and the meaning of the lines of latitude and longitude, and the great circles. Teach them that latitude is not imaginary but evidence on the map of north and south, and all the evidence we have. How common it is to hear Cape Farwell described as the S. E. point of Greenland, when it is the southern point, and that portion of Asia usually found on maps of the Western Hemisphere as North-West of North America, when it is West.

Teach a thorough knowledge of these lines and why the curve is so much greater near the poles than near the equator. Teach also the use of the tropic and polar circles. Teach what phenomena occur annually there in the great economy of nature. Your pupils will relish such a lesson and feel as if getting pay for their work—a very desirable feeling.

Ask your advanced classes in Geography if they were standing at either of the poles which way from them would be north, south, east and west. Let them study a few days and if a correct answer is not given, illustrate with the globe that at the north pole there is no north, and at the south pole there is no south, and that east and west is a circle passing around their feet—in other words that at the north pole it is all south whichever way they turn, and vice versa. Feed your class upon some of the many wonders of the world—its physical facts, and less upon stale tortured definitions.

"Blame the culture, not the soil." Teach the use of all you introduce, and that nothing imaginary is connected with geography, unless false. W. H. G.

Fort Howard.

COMPULSORY ATTENDANCE.

The State's children educated in the State's school with the State's money. Let every teacher and every parent who loves the State's children, labor to have the State's law require the attendance of *every* child of sound mind and body at the State's or a private school, regularly, during at least six months per year for five years.

Such a law is needed to check the cupidity of parents and the waste of time, of truant boys, &c. Start the ball—why not? It is a necessity of the age. "An ounce of prevention," &c. G.

THE SCHOLAR'S GOLDEN RULE.—Never do any thing to attract the attention of another pupil.

QUESTIONS FOR DISCUSSION.

COMPILED FOR THE JOURNAL BY DILLWYN.

1. What are the best methods of instilling studious habits, and close attention in recitations?

2. How can teachers be fitted to answer the wants and expectations of the public?

3. Ought the sexes to be educated together?

4. How far is the teacher responsible for his pupils out of school?

5. How far are teachers responsible for the success or failure of their schools?

6. How can parents, teachers and pupils best co-operate for the good order, thorough instruction, and the agreeableness of the school?

7. How much should parents depend on teachers to correct the ill habits and dispositions of their children?

8. Should emulation, by means of prizes and rewards, be excited to induce pupils to earnest application?

9. Should children at home or in school be punished by the infliction of bodily pain, or by any special mortification?

10. How far should pupils in school be allowed to choose and direct their studies?

11. Are our schools doing all that they might and ought to do to prevent the increase of crime?

12. Where and how should the young pass their evenings?

13. What should be done by parents in relation to the vicious children of their neighbors?

14. What combined movements of towns or neighborhoods could be set into operation to effect a reform in youthful habits and manners?

15. How shall delicacy of feeling be cultured, and propriety of conduct be maintained between the sexes at school, and also in a neighborhood generally?

16. When, how, and by what means may we ascertain the trade or profession for which a youth is best adapted?

17. How shall reverence for parents, and respect for all who are worthy of it, best be cultivated in children, without that fear, distance and coldness, that too often prevail?

18. How can parents and teachers best retain the entire confidence of children consistently with due authority?

19. How can children be most successfully trained to self government over their appetites and passions, as becomes every Christian disciple?

20. How shall truthfulness and thorough integrity of character be inculcated and established?

21. What is the best method of correcting vanity and pride, and also the prevalent and early manifested preference of external show over humble merit?

22. How may the propensity to anger be corrected, and a uniform serenity of temper be induced?

23. At what age, and in what manner should the first religious impressions be made; and how shall that religious culture be continued?

24. What is the relation of the home to the Sabbath school, and how far is it the nursery for the church?

25. What is the cause of the early decay of female health in this country; and what is the remedy?

26. What is the effect of much of the light reading of the present day on the character of the young; and what is to be done with reference thereto?

27. What effect have luxuries for the palate on the physical health of children; and what effect on their moral welfare?

28. By what criterions can we ascertain the abilities and qualifications of candidates for the teacher's office?

29. Should a military spirit be encouraged among the pupils of our common schools?

30. In what way can a teacher most successfully impart moral instruction in school?

31. Should moral instruction be a stated exercise, or be only incidentally introduced?

32. Should physical culture be made one of the regular branches of instruction in our common schools?

33. How can pupils be best taught good manners?

34. Are our courses of study and methods of teaching sufficiently practical?

35. What disposition should a teacher make of his time out of school hours?

36. What is the true philosophy of school government?

37. What motives and incentives to study ought to be appealed to?

38. Are public examinations and exhibitions advisable?

39. Can teaching be reduced to a science?

40. Do the good morals of a community depend on its intelligence?

41. Does the stability of a nation depend on the universal diffusion of knowledge among its people?

42. Does the pecuniary prosperity of a nation depend on the education of its people?

43. What are the prominent defects of text books?

44. What is the best method of teaching by the use of object lessons?

45. How can the cordial co-operation of parents be best secured?

46. What are the prominent causes of failure in teaching?

47. What rules ought a teacher to make at the commencement of his school?

48. What are the causes of the declining health of students and professional men; and the remedies?

49. By what means can teachers best succeed in keeping their pupils profitably employed?

50. What kind of physical education is best adapted for introduction into the school room?

PHYSIOLOGY IN PUBLIC SCHOOLS.

Not ages back in the world's history it was deemed sufficient for the benefit of all if the physician understood physiological laws. Other classes rested content in ignorance scarcely knowing—if indeed they were aware aware of possessing those necessary auxilaries to the vital apparatus—whether the lungs found lodgment in the chest, or cranium, whether arteries extended to or from the heart, or whether a person under an attack of gout should take brandy or baths. But although "the world moves" and at the present time the dissemination of knowledge of this science is unprecedented, yet a subject so fraught with interest to all should be far better understood by the masses.

If a labor-saving or other machine be in the possession of an individual he sets himself to the task of studying its construction, that he may be better able to take care of it, to keep it in a proper condition to work successfully, and also that he may know what should be done, if by use or accident it becomes worn or injured. Nor does he consider the time lost which he thus spends. The more intimate his acquaintance with the operations of each part of the machine, the less time must he employ in ascertaining the cause, and applying the remedy, if any of the functions cease to be performed, or are performed irregularly. The more perfect his knowledge of it is, the less likely will it be that repairs will be required. His increased knowledge will enable him to conduct the operations of the machine so much more skillfully, that periods of inaction or irregular action will be less frequent.

The great Architect has given into the possession of every soul, a complicated, delicate and beautiful machine, admirably fitted to perform all the offices for which it was designed. If proper care is not taken of the delicate structure, it speedily becomes so disarranged and unfit for use, as to cause the possessor great inconvenience and unhappiness, and often

this valuable possession is entirely destroyed, through lack of wisdom which there is no reason the possessor should not have. In order to understand how to take care of this wonderful machine we must learn something of Anatomy, Physiology and Pathology, and also as far as possible the effect of all things in nature upon health and disease. Every intelligent should should understand these things,—and indeed no person is very intelligent who does not understand them. They do not require the great amount of time and fatiguing mental exertion which more abstruse subjects do, but it is in the power of *all* classes to learn those general principles by which health may be preserved, and also those laws by which a person should be governed in the restoration of health when by disease or accident it has been lost. What reason can be urged why the farmer should not know as much concerning the beautiful mechanism of his own living body, as of the construction of his inanimate plow, or reaper? Why should not the sailor steering the gallant vessel over ocean's waves learn something of his own frail bark? And why may not the mother who gazes with tear-filled eyes upon that infant form she clasps, thinking of other cherished ones who slumbered there before, whose eyes she saw closed on earth before, why may she not know those laws established by our Creator, which are "perfect as he is perfect," and which if broken will tear that little loved form from her clinging arms, make another sickening wound in her heart, and in the churchyard another little mound?

If we would make a knowledge of Physiological laws general, how could this end be more successfully accomplished, than by instituting the practice of teaching Physiology in our Common Schools? It is not enough that this subject receives a moderate degree of attention in our Colleges, and High Schools. But comparatively few of Earth's children are educated in institutions of this kind. The masses receive all the intellectual training they ever have in the Public School. Then let the most useful branches be taught here, Physiology no less than Arithmetic. Under the present system, third grade teachers—which are I regret to say the most numerous class—are not required to understand the most general principles of this science. Shall this order of things forever continue? Forbid it leading spirits in educational projects. E. T. L.

OBEDIENCE TO ORGANIC LAWS.

Perhaps some may think that the importance of obedience to the organic laws has been insisted on more than the subject required. Such an idea is natural enough, considering that an exposition of these laws forms no part of ordinary education, and that obedience to them is en-

joined by no human authority. There is no trace of them in the statute-book, none in the catechisms issued by authority of the Church; and you rarely, if ever, hear them mentioned as laws of God, by his servants who teach his will from the pulpit. Nay, even the general tongue of society, which allows few subjects to escape remark, is silent with regard to them. Hence, it is probable that the importance of obeying the organic laws may to some appear to be over-estimated in these Lectures. But the universal silence which prevails in society has its source in ignorance. Physiology is still unknown to nineteen twentieths even of educated persons, and to the mass it is a complete *terra incognita*. Even by medical men it is little studied as a practical science, and the idea of its beneficial application as a guide to human conduct in general, is only now beginning to enage their attention. If to all this we add, that until Phrenology was discovered, the dependence of mental talents and dispositions on cerebral development was scarcely even suspected—and that belief in this truth is still far from being universal—the silence which prevails with respect to the organic laws, and neglect of them in practice, will not seem very unaccountable.—*Combe's Moral Philosophy*.

GRADATION AND COURSE OF INSTRUCTION FOR COMMON SCHOOLS.

Mr. Editor:—I have had several reasons for delaying my articles upon the above subject; but the most important has been to allow time for testing the principal points, in the country schools.

The teachers who have thoroughly followed the classification proposed, claim the best of results, and although it seems generally correct, a few amendments are proposed, one or two of which fall in that part of the plan already sent to the Journal.

A few, however, claim that more is required than can be taught in in large country schools, on account of the great number of classes, but as no definite time is named for the work of any class or grade, the objection must be groundless. The system only proposes to set forth the proper method of teaching the various subjects, in their proper order; and introduce a regular system of gradation of pupils. It calls on us to do what we do, right, but the amount done must depend upon our skill and the circumstances under which we act.

The following is designed as a substitute for number four in Arithmetic, at the bottom of page 213 of the present volume. By means of objects, pupils should learn to perform all problems of addition, subtraction, multiplication, and divison, that can be constructed from the numbers to twelve, producing no result greater than twelve. For example,

we will suppose the class are learning the problems of the number six.

Teacher: How many are one, one, one, one, and one? How many are two, two and two? three and three? five and one one? four and two? one and five, &c., for addition. How many is six less one? five less two? four less three? &c., for subtraction. How many ones in six? How many are six times one? Twos in six? Three times two? Twice three? Threes in six? and so on with all numbers from one to twelve inclusive, making the pupils familiar with all the problems of these kinds that can be produced, and should be performed by the the aid of objects. Teachers can require the class to bring kernels of corn or beans, peas or pebbles. Teachers that have tried the plan find no trouble about the objects. Children bring them with the greatest satisfaction and never forget daily to bring one or two new ones as is required; and while they would others be idle or in mischief, much time is profitably employed in working questions of their own. It is proposed also, that this class learn what is meant by halves and fourths. In presenting these ideas let the teacher make use of a knife and of such objects as the children are asked to bring for the purpose. Also by the use of the common objects let them divide any and all numbers as high as they are able into these fractional parts.

A similar change is proposed for class B, grade 1st, that they should proceed with problems in the four rules to (18) eighteen, and in the same manner as above described for class A; and that they should be taught the meaning of halves, thirds, fourths, and fifths.

A word on Geography, class B. It is said that one hundred miles is too high for pupils of such an age and advancement; but if a scholar can comprehend one object and a hundred of any kind, why not one mile and a hundred as well? But if on trial it should seem too much for the youthful mind, less distances can of course be selected.

GRADE SECOND, CLASS A.

Studies: Language, Arithmetic, Geography, with oral instruction upon common things by the aid of objects.

Language with book.

McGuffey's First Reader or some equivalent book of another series, (usually the Primer) should be half completed by this class.

Some little difficulty will be experienced in passing to the printed word, but the prudent teacher will foresee the evil and frequently exhibit the printed page. Most teachers, however, who have experience upon the point, claim that there is little or no trouble from this change.

As the pupils are already familiar with a hundred and fifty words taken from the book they are about to read, and also familiar with many sentences containing these words they will very soon learn to read under-

standingly the interesting stories of their lessons. Great care should be exercised lest they advance too fast. Each lesson should be read with perfectly natural voice, modulation and rapidity. No pupil should be allowed to spell a word out while reading, and no pupil should be allowed to read a sentence until every word is familiar. Reading is an exercise by itself and learning words another. Scholars acquire their bad habits by trying to read what they do not understand. Great pains should be taken to cultivate observation and the sight of the eye, that peculiar sight necessary for a correct reader. When children read and re-read a a lesson many times they are apt to utter the sentences without seeing the words clearly and thus become blundering readers. To avoid this, require them frequently to pronounce the words of their lessons backward. Each lesson ought to be printed upon the slate one or more times as the teacher sees fit, and if the pupils are required to do their work neatly, there will arise many advantages. They will cultivate form, gain a familiarity with words and letters, learn to spell and to occupy their time.

While the class are reading the first half of their book, the teacher should continue to select the new words in advance of them until all the words of the book have been presented, and these words should be treated as before described for grade 1st. Not more than three hundred words I think, will be found in McGuffey's First Reader.

ARITHMETIC WITHOUT BOOK.

It is proposed that the class learn,

1. The ten Arabic characters so that they can name them at sight, make them upon the slate and readily count out the number of objects represented by each.

2. To count by twos to a hundred, saying 2, 4, 6, 8, &c., or 1, 3, 5, 7, and thus be able also to add two to, or subtract it from, any number to a hundred.

To perform all possible problems in the four rules to the number twenty-four as before described. It is designed that these problems should be performed by the use of objects, but the teacher ought as soon as the pupils can comprehend numbers abstractly, to have the operations carried on mentally without the use of objects.

4. To count out the fractional parts of numbers not going higher in numbers than twenty-four or farther in fractions than $\frac{1}{8}$.

GEOGRAPHY WITHOUT BOOK.

Draw upon the blackboard a map of the school district showing the location of the important objects, such as county highways, village or city streets, of dwelling houses, churches, school house, ponds or lakes,

creeks or hills, valleys, &c. Teach the proper directions on the map and as far as possible explain the various distances. Also show what districts or wards of city lie around.

Require pupils to draw the same upon the slate until it can be done readily by memory. Ask not less than fifty questions from the map, as follows: What are the different directions on the map, including eight, north, north-east, east, south-east, &c. What are the distances and directions of various objects from the school-house? What is a school-house, school district, dwelling-house, highway, street, hill, valley, mountain, creek, river, pond, marshes, swamps, &c., &c., calling up however nothing except what may come under their observation within the district mapped.

GRADE SECOND, CLASS B.—LANGUAGE.

Finish the first reading book, proceeding in all respects as in class A. Not less than a hundred new words should be taught the class all taken from the first part of the second reading book. These words should all be placed upon the black board and printed, spelled and used in sentences as thoroughly as described for younger classes. Pupils should often be required to read their lessons from the slate, as this will secure greater care in their printing.

ARITHMETIC.

1. Write the numbers to fifty, using the Arabic characters.

2. Count by threes to a hundred, saying, 3, 6, 9, or 2, 5, 7, 10, &c., thus enabling the class to add three to, or subtract it from any number from 1 to a 100.

3. Teach all integral problems in the four rules that can be constructed from numbers, to thirty. In this exercise, no result should be greater than thirty, and no number, used as multiplier or divisor, or to be added or subtracted, should be greater than nine.

4. The pupils should learn to find the fractional parts of the numbers to thirty, not going beyond $1\frac{1}{4}$.

GEOGRAPHY.

The teacher should draw upon the blackboard a map of the town in which the district is situated, and lay it off in squares, showing the sections. Indicate on the map all the principal streams of water, bodies of water, ponds or lakes, hills, valleys, swamps, springs as sources of streams. Locate the different school-houses, churches, roads, villages or cities, and any and all important features of the town.

The pupil should be taught to draw the same upon their slates and and to define the word map and all that the map represents.

This class should also learn the meaning of a linear inch, a square

inch, linear foot, square foot, linear rod, square rod, of the acre, quarter section, section and town.

It will be necessary for the teacher of a city school usually, to present a map of the city, instead of a town.

All of the above can easily be taught from diagrams on the board.

OBJECT LESSONS.

It is impossible to give any thing definite upon this point, but all the objects brought to view in the reading and geography lessons should be made subjects of familiar conversation, and should for the present constitute the ground work of such instruction.

When the members of the class in a thorough examination prove themselves familiar with all the studies of grades 1st and 2d, they are prepared to enter upon the studies of grade 3d. A. P.

MATHEMATICAL DEPARTMENT.

Solution of Problem 18.—Let $\frac{a}{b}$, $\frac{c}{d}$, $\frac{e}{f}$ be fractions in their lowest terms, and let $\frac{x}{y}$ = their least common multiple.

Then $\frac{x}{y} \times \frac{b}{a}$ = whole number.

$\frac{x}{y} \times \frac{d}{c}$ = " "

$\frac{x}{y} \times \frac{f}{e}$ = " "

Now it is evident that two fractions multiplied together cannot produce an integer, unless by cancelation, each denominator becomes unity. Therefore x must be made a multiple of a, b, and c, and y a factor of b, d and f. In order that the result may be the least possible, it is evident that x must be the least multiple, and y the greatest divisor. Hence

RULE.—Divide the least common multiple of the numerators by the greatest common divisor of the denominators. S. LITTLEFIELD.

Plymouth.

Another Solution of Problem 28.—Suppose the field to be divided into triangles whose bases shall each be one rod in length by lines radiating from the center. Then by the conditions each triangle must contain

16 acres, or 2560 rods. The altitude of a triangle is equal to double the quotient of the area divided by the base. Therefore the altitude of these triangles is 5120 rods, which is the radius of the field. Double the radius = 10240, the diameter of the field; therefore the area of the field equals 10240 × 3.14159 × 2560 = 8235489.6896 rods = 514718,1056 acres.

ALBERT H. SOUTHWORTH.

Mondovi.

Solution of Problem 29.—If 30 men in 40 hours can dig 80 cubic yards, one man, in one hour, can dig $\frac{1}{30}$ of $\frac{1}{40}$ of 80 = $\frac{1}{15}$ of a yard; and one man who is stronger in the ratio of 4 to 5, can, in one hour, dig $\frac{5}{4}$ of $\frac{1}{15} = \frac{1}{12}$ of a yard; but if the ground is harder in the ratio of 8 to 9, he can in one hour dig only $\frac{8}{9}$ of $\frac{1}{12} = \frac{2}{27}$ of a yard, and in 90 hours he can dig 90 times $\frac{2}{27} = 6\frac{2}{3}$ yards. Hence $120 \div 6\frac{2}{3} = 18$ = the number of men required.

P. BRONSON.

Wyocena.

Solution of Problem 30.—During the first 86 seconds the velocity of the man will be greater than that of the train and during the 87th second they will move at the same rate; but after that time the velocity of the man will be less than that of the train. At the end of 87 seconds the man will be just 99 inches behind the train, and that is the minimum distance required. They will, consequently, never meet.

SCHOOL TEACHER.

Solution of Problem 31.—Let x = radius of the ball, y = distance of its center from the bottom of the glass, and z = radius of the water's surface. Then $\frac{4}{3} p x^3$ = solidity of the ball, and $\frac{1}{3} p z^2 (x + y)$ = solidity of ball plus solidity of water, p being equal to 3.1416. By the question $\frac{1}{3} \times \frac{1}{3} p \times (\frac{5}{2})^2 \times 6 = \frac{5}{2} p$ = solidity of the water. Hence we have the equation $\frac{1}{3} p z^2 (x + y) - \frac{4}{3} p x^3 = \frac{5}{2} p$; or, $z^2 (x + y) - 4 x^3 = \frac{15}{2}$ - - - (1). By similar triangles we have $x : y :: \frac{5}{2} : \sqrt{[6^2 + (\frac{5}{2})^2]}$, and $2 z : x + y :: 5 : 6$. Consequently $y = \frac{18}{5} x$, and $z = \frac{3}{2} x$. Placing these values of y and z in equation (1), and reducing we find $x = 1.222+$.

Pleasant Spring. DISCIPULUS.

Solution of Problem 32.—Let x represent the width and depth of the ditch; then (x denoting feet) $4 (x + 10) x^2 = 100$ square feet, or $x^3 + 10 x^2 = 25$; therefore $x = 1.48+$. See Horner's method of solving higher equations.

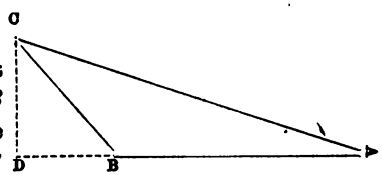
SCHOOL TEACHER.

Solution of Problem 33.—The greatest common divisor of the sides of the lot is $7\frac{2}{3}$. Hence $7\frac{2}{3}$ feet = the length of required boards.

SCHOOL TEACHER.

Solution of Problem 34.—Let the required ratio be denoted by $A : B$, and assume $A > B$. Put $\frac{1}{3} A = 107\frac{1}{9}$, then $\frac{3}{5} A - 107\frac{1}{9}, = 2 \times 107\frac{1}{9} = \frac{5}{7} B$; hence, $\frac{7 \times 2 \times 107\frac{1}{9}}{5} = B$, and $5 \times 107\frac{1}{9} = A$. Therefore $A : B :: \frac{14}{3} : 5$, or $A : B :: 14 : 25$. J. E. C.

Solution of Problem 35.—Let x = half the sum borrowed. Then $\frac{7x}{100} + \frac{9x}{100} - \frac{6 \times 2x}{100} = 96$; or, $\frac{16x}{100} - \frac{12x}{100} = \frac{4x}{100} = 96$. Hence $x = 2400$, and $2x = 4800$, the number of dollars borrowed.



Solution of Problem 36.—Let $A B C$ represent the triangle, $A B = 15$, $A C + C B = 25$, and the angle $A B C = 135.°$ Produce $A B$ to D and draw $C D$ perpinduclar to $A D$; then the angle $C B D = 180° - 135° = 45°$, and therefore $B D = D C$. Let $x = A C$, $25 - x = C B$, and $y = B D = D C$; then we have $x^2 = (15 + y)^2 + y^2$, and $(25 - x)^2 = 2 y^2$. From these equations we obtain $y = \frac{40}{5\sqrt{2} + 3}$. Hence $25 - x = \frac{40\sqrt{2}}{5\sqrt{2} + 3} = C B$, and $x = 25 \frac{40\sqrt{2}}{5\sqrt{2} + 3} = A C$.

AMICUS.

Solution of Problem 38.—Let $2x$ = the doctor's age, then x = mine. $\sqrt{(2x + x + 29 + 8)} + 32 = 2x$. $2x + x + 29 + 8 = (2x - 32)^2 = 4x^2 - 128x + 1024$. Hence $x^2 - \frac{131}{4} x = -\frac{987}{4}$; $\therefore x = 21$, and $2x = 42$. *Verification.*—$\sqrt{(42 + 21 + 29 + 28)} + 32 = 2 \times 21$.

Pleasant Spring. DISCIPULUS.

CORRECTION.—In the solution 14, (see March No.) for $x - C E$, read $x = C E$; in the solution of problem 15, for $(200 x = 3x^2)\, d x - o$, read $(200 x - 3 x^2)\, d x = o$, and in the solution of problem 16, 2) $\left(\frac{8}{2}\right)^2$ should be $2 \times \left(\frac{8}{2}\right)^2$. In the note to solution of problem 19, in the May No. the simple interest for m years should be represented by a small s.

SUPERINTENDENT'S DEPARTMENT.

TO TOWN AND DISTRICT CLERKS.

The issue of Blanks for your Annual Reports will be delayed this year till the month of July.

The State Patronage of the *Journal of Education* expires with the present number. It will be sent therefore hereafter to such school-officers only as subscribe for it.

J. L. PICKARD, *State Supt. Pub. Inst.*

EDITORIAL MISCELLANY.

PATRIOTISM IN THE SCHOOLS.

Just at this time, the following remarks, found in the last Report of Hon. W. H. Wells, Superintendent of Schools in Chicago, are appropriate. The importance of the inculcation of lofty and generous sentiments of Patriotism in our schools, (as distinguished from the narrow dogmas of mere partizanship) will be more felt in the future than it has been in the past :

" The Common School system of this country is the admiration of the civilized world. The wisdom of centuries has been employed in laying its foundations, and upon these has arisen a system of public instruction which is the grand palladium of our existence as a free people.

To us of the present generation, this rich possession comes by inheritance; and there is danger that we shall under-estimate the importance of transmitting it in its highest perfection to our successors. We gaze with delight upon the beauty and symmetry of the superstructure, and seldom stop to enquire whether we have a duty to discharge in guarding and preserving its foundation stones. In possession of the present, we are in danger of forgetting our obligations to the past, and our resposibility to the future.

The essential and central idea of a *common school*, is that of a school for instruction in branches of *common interest* and *profit*, and from which all subjects of a *partisan* or *sectarian character* are forever excluded. Here is common ground, on which all may unite. Whatever party or sect may have the ascendency, it occasions no conflict or disturbance here, so long as we abide by these fundamental principles. But we need to have clear and well defined views of what these principles are. The line between subjects which are appropriate in in the school, and those which have no place there, should be plainly and sharply drawn.

Our common schools are sustained and controlled by the State. Out of this relation grow duties to the State which are paramount to all others. Whatever else may be neglected, patriotism and love of country, loyalty to the constitution and government, should be thoroughly and constantly inculcated. Pupils should learn what treasures of blood our national existence has cost. They should study the constitution till its teaching become a part of their own existence. They should be taught to feel that when the government is in peril, no personal sacrifice to save it can be too great.

Lessons of patriotism should frequently be drawn from the lives of illustrious men, whose names adorn the pages of our country's history. Patriotic songs are nowhere more appropriate than in the school-room. In no other way can love of country be more effectually or more easily taught, than through the medium of song.

Such are some of the lessons which should be taught in every school, and the teacher who neglects to impart them is false to the trust committed to him, and unworthy the name he bears."

At the last meeting of the Massachusetts State Teachers' Association was discussed the question, "What kind of Instruction in our Schools will serve to increase the Loyalty and Patriotism of the American people?" and after many appropriate things said, the question arose, "What is the next step to be taken by Educators to secure the highest interests of education in the Commonwealth?" —whereupon Hon. Emory Washburn said:

"The great want of our country is in this very matter of a national sentiment and feeling. Our children are trained to be good merchants, and mechanics, and manufacturers, and professional men—but not to be good *Americans*. They are taught to be quick and sensitive to mercantile honor, and jealous of their character as business or professional men. But they can camly hear their country reviled, and leave to others to defend her honor and good name. We want to be educated as a people to a true national sensitiveness. We want to have added to what is now taught as an intellectual exercise, an ever present, ever active sentiment of love and devotion to our country. We need something in this country which answers to *Loyalty* in the governments of the old world. There the people are so much accustomed to look to their rulers for the favors they enjoy, that a feeling of affection and respect grows up in return for the benefits bestowed upon them by a King, or some other personation and embodiment of national soverignty. But here, our Government is an abstraction—an idea—while its functionaries are changed so often that we have next to nothing by which we naturally attach to it anything like sentiment or feeling.

This nationality of sentiment and feeling is, in my judgment, the thing we want more than anything else in the education of the public mind and heart. To reach it and accomplish it is, as it seems to me, the next great step to be taken by the educators of our land to secure the highest interests of education."

CIVIL EDUCATION.—Prof. G. W. Hoss, Editor of the Indiana *School Journal*, who agitated this subject somewhat in the National Teachers' Association last summer, still keeps it moving. To this end he begins the publication of the Constitution of the United States in his May number, and calls upon his readers to study it. There is need for this. We happened some time ago to be present at an examination of teachers. In ordinary matters it was respectable; but when it came to Government, not more than two out of a dozen had any but vague and indefinite ideas, even how the President of the United States is elected. It is probably safe to say that the knowledge of five teachers out of six is very deficient on this whole subject; and probably it will be, unless they are required to pass a creditable examination upon it. Then it should be made an indispensable branch of instruction in every public school.

INSTRUCTION IN GYMNASTICS.—By reference to the advertisement on another page, our readers will observe that a new and important educational enterprize for the north-west has been inaugurated in Chicago. It will be seen that Hon. W. H. Wells is President, and that Hon. J. L. Pickard and Prof. H. Pomeroy of this State are among the members, of the Board of Trustees, which is a sufficient guaranty that the enterprise is worthy of patronage. Three of the Instructors are graduates we learn of Dr. Dio Lewis' Institution, in Boston, and the system of New Gymnastics which he first introduced with so much success to the American public, will be taught here, with adaptations and improvements especially designed to meet the wants of the school-room. Teachers who have it in their power to attend the Course, will no doubt secure a most important addition to their means of usefulness, not to overlook the benefit to their own health. We earnestly commend the subject also to school boards and institutions of learning, believing they would do well to send one of their teachers to acquire the advantages of the Course for the benefit of all concerned. It will be seen that valuable Lectures will be given by the Professors of the Chicago Medical College, and instruction in Vocal Gymnastics by Prof. Booth. Altogether the scheme is very attractive, and will, we doubt not, be well patronized.

HON. J. L. PICKARD.—This gentleman is at this time on a visit with his wife at the paternal home in Maine We wish him a pleasant visit and safe return. Says the Editor of the Minnesota *School Friend*, after a flying visit to the Institute held in April at River Falls, where he met our State Superintendent, "He has so lifted the schools of Wisconsin, during the term of his office, that the teachers of that State are talking of making him a fixture in his present position."

COL. MCMYNN.—We learn that this gentleman has been offered and may probably accept, the Principalship of the Winona Normal School, in Minnesota. He declines the appointment in Washington Territory, on account of the feeble health of his wife.

VISIT RETURNED.—The Janesville Teachers, to the number of about twenty, returned the visit of the Madison Teachers the other day, and appeared to have a pleasant time. Intermingled gracefully among the lady-teachers, at a recep-

tion given at the residence of J. C. Carpenter, Esq., our present acting Mayor, we saw the tall military form of Capt. Lockwood, and a sprinkling of other educational soldiers, as Adjt. Craig and Capt. Allen.

LOST AND FOUND.—In moving our office last winter, several communications were displaced, but have come to light in season for this number. This will be a sufficient explanation we hope to the writers.

OUR EDUCATIONAL SOLDIERS.

There appears to be a very strong rally of School Officers, Teachers and Students for service, as "Hundred Days Men." The 40th Regiment, organizing as we write, at Camp Randall, under Col. W. A. RAY, of Delavan, is largely made up of this material. Prof. Samuel Fallows, of Lawrence University, is Lieut. Colonel, and A. J. Craig, Asst. State Supt., is Adjutant. Companies have been recruited in part, in the State University, Lawrence University, and Beloit College, commanded by Prof. C. H. Allen, Mr. J. Hauser and Mr. S. M. Allen. Milton Academy turns out a whole company we believe, under Mr. Twining, one of the Teachers. S. T. Lockwood, Principal of the High School, brings a company from Janesville, which includes many of his students. A. J. Cheney, Supt. of Walworth county, brings in a company, J. K. Purdy, Supt. of Jefferson county, brings a squad, and Prof. E. H. Hobart, of Baraboo Collegiate Institute brings another. A. J. Slye, Supt. of Iowa county, is also on hand for duty.

D. G. Purman, Supt. of Grant county, is to be Lieut. Colonel of the 41st Regiment, composed of the 2d and 4th Militia Regiments, and of the former of which he was Colonel. R. Graham, Supt. of Kenosha county, commands a Company in the 39th, and H. A. Gaylord, Principal of one of the ward schools in Kenosha, is 2d Lieutenant. Large numbers of teachers and students are responding to the call, whose names we cannot now indicate.

Principal Whitford, of Milton Academy, has been very active in recruiting men for service.

STATE TEACHERS' ASSOCIATION.

We learn from the President, Prof. C. H. Allen, that the Executive Committee have indefinitely postponed the Annual Meeting, which usually takes place about the 1st of August. Among the reasons for this is the refusal of the Rail Roads to grant the usual free return tickets, and the more imperative one that so many of our Teachers and County Superintendents are to be off in the "Hundred Days" Campaign. They will hold an Association in the neighborhood of "Dixie," to enlighten the rebels.

CALIFORNIA.—A Bill has passed the Legislature, amending the School Law of the State, which in some of its features is quite in contrast with our Legislation —or non-legislation, as the case may be. An annual appropriation of $8,000 for the State Normal School is provided for; each County Superintendent is to subscribe for as many copies of a State Educational Journal as will be necessary to supply one to each school-board under his jurisdiction; an annual *ad valorem*

tax of five cents on each one hundred dollars' value of taxable property is to be levied in each county.

The State Board of Examiners grant three grades of certificates. Applicants for State diplomas and for first grade certificates are examined in the following branches: Orthograpy, reading and elocution, penmanship, arithmetic, geography, —physical, political, and mathematical, English grammar, and analysis, history of the United States, government of the United States, physiology and hygiene, natural philosophy, algebra, methods of teaching, general questions. Applicants for third grade certificates are examined in the above named studies, excepting algebra and natural philosphy.

KANSAS.—Here an Educational Journal, published at Leavenworth, has been in operation, as we learn from some of our cotemporaries, since January last, though a copy has not yet come to hand. Thus do the newer States push forward in the race.

MINNESOTA.—The State Teachers' Association will be held at Red Wing, on the 24th of August, and continue in session two days. It was proposed that the time of our own Association at La Crosse be so fixed that members of the two bodies could exchange visits. As our Meeting is to be postponed, we recommend all who want a pleasant summer trip, to attend the meeting at Red Wing, via the Milwaukee and Prairie du Chien Railway and the Missisippi steamers.

At the Annual Meeting of the American Normal School Association, at Concord, N. H., last August, a Committee consisting of Professor A. Crosby, Rev. B. G. Northrop, and Mrs. George A. Walton, was appointed to arrange for the celebration of the twenty-fifth anniversary of the organization of the first Normal School in this country. The celebration will occur in Framingham, on Friday, July 1st. The oration will be given by Rev. Mr. May of Syracuse, formerly a Principal of the School. The biennial convention of graduates of the Framingham Normal School will be held on the same day.—*Mass. Teacher*.

— Recently the gifts to Yale College have reached the munificent sum of $525,000. A portion of these gifts are for specific objects named by the generous donors, viz: a new College Chapel; for the erection of a spacious building for the occupancy of the Students; for the support of the College preacher; for establishing a professorship of modern languages; and in aid of agricultural and mechanical education.—*Ib.*

— President Mason of Appleton University, Iowa, has succeeded in raising $19,000, to pay the debt of that institution.—*Ib.*

The *Teacher* means *Lawrence* University, at Appleton, *Wisconsin*, we presume. The Lawrences and Appletons of Boston, are munificent patrons of good works, but should not be confounded.

NEW YORK.—We learn from the *Teacher* that "an act to revise and consolidate the general acts relating to public instruction" has been passed by the Legislature, which will greatly simplify the understanding and working of the school laws. A "Union Free School Law" is re-enacted, which we suppose enables them who wish to unite and grade schools properly, and at the same time abolish rate bills. The "Peoples' College" at Havana is now open for the reception of students, under an able faculty, with Rev. Amos Brown, LL. D., Principal; and the Vassar Female College at Poughkeepsie, is to open in September. The State Teachers' Association will meet in Buffalo, August 2d, 3d and 4th.

OSWEGO TRAINING SCHOOL.—The Legislature has made provision for the support of this school, making it in effect a second Normal School for the State. It will be in charge of E. C. Sheldon, who has labored so long and successfully for the public schools of Oswego, and will give much prominence to the system of Object Teaching. Each Senatorial district of the State may send two pupils, free of charge for tuition. The city of Oswego provides the buildings and the State appropriates $5,000 a year. The course of Instruction will embrace: 1, *Methods*; 2, *Natural Sciences*; 3, *Professional Instruction*.

PENNSYLVANIA.—The State Association will meet, as we gather from the *School Journal*, in Blair county, (we presume at Hollidaysburg,) Aug. 2.——The *Journal*, which gives more matter for the dollar than any of its cotemporaries, is obliged to appear without cover, and revoke commissions and club-rates, to avoid diminishing its size. ——It states that "Prof. Fordyce A. Allen, for several years at the head of a flourishing private Normal School and Academy in West Chester, has been appointed Principal of the State Normal School at Mansfield, in Tioga county. His well known executive abilities, backed by a sufficient corps of instructors, will make the Normal School of the 5th District an efficient institution." Mr. Allen is a brother of Prof. Allen, of our State University, and a capital teacher.

OHIO.—The Teachers' Association will meet at Toledo, July 5, 6, and 7. The *Monthly* says "the latch string will be out." The Association will be organized in sections, and Reports limited to fifteen minutes each. This means work.

INDIANA.—A "Normal School Society" has been organized here, which is to hold its first Annual Session at Greensburg, Decatur County, commencing July 12, and continuing four weeks. Seventeen prominent educators are to aid in the instruction. This seems to be an excellent move.

DEAF AND DUMB.—We have received the Twelfth Annual Report of the Trustees and Principal of the Wisconsin Institute for the education of the Deaf and Dumb, for the year 1863, and we presume we shall further the benevolent objects of the Institution by quoting as follows:

"All the deaf and dumb of the State, between the ages of twelve and twenty-

five years, are entitled to an education, without charge for board or tuition, in this Institution, upon compliance with the rules. No certificate of any kind is required for admission. Persons, however, desirous of placing a pupil in the school, should write to the superintendent, informing him of the name, age, and residence of the mute; the cause, if known, of deafness, &c. The Superintendent will immediately answer, stating the time when the pupil will be received. This course is, in all cases, recommended, though none will be refused, who come at the commencement of the session. Applications in behalf of persons more or less than the required age, will be considered by the trustees, who reserve to themselves the right to accept or reject such applicants, as they may deem just and proper."

The Report of the Legislative Visiting Committee represents the Asylum as in a satisfactory condition. Inquiries should be addressed to J. S. Officer, Principal, Delavan.

BOOKS FOR TEACHERS.—The advertisement of Messrs. Bliss, Eberhard & Festner of this city, will, we hope, arrest the attention of Teachers. The several works embraced in "The Teachers' Library" are too well known to require special notice, and some of them at least, should be in the hands of every teacher.

SCHOOL GOVERNMENT CARDS.—In reply to inquiries we would say that we have no more of these helps to the teacher by us at present. Mr. Atwater has issued a new and beautiful edition for this season. Price per single package, $1.50 in U. S. currency.

Address—JOHN ATWATER, Box 4024, Chicago, Ill.

MILWAUKEE & PRAIRIE DU CHIEN R. R.—Our readers will notice the change in the Time Table on this comfortable and well appointed road.

SHAW & ALLEN'S GEOGRAPHY.—See advertisement on another page.

AMERICAN JOURNAL OF EDUCATION.—Several successive numbers of this work will be devoted in part to brief Histories of the several State Teachers' Associations. The June number will contain a sketch of the Associations of New York and Wisconsin, with short Biographical Notices of the several Presidents of these bodies. Each History will be illustrated with one or more Portraits. The Portrait of Hon. J. L. Pickard, among others, will appear in the next number. It will be remembered that the March number (which commences a New Volume,) contains a history of the National Teachers' Association to the present time, with biographies and portraits of its Presidents. Not a few teachers we think will wish to secure the work. Price for one year, $3.00. Price for the March No., 50 cents.

Address H. BARNARD, Hartford, Conn.

ATLANTIC MONTHLY.—The June number is one of the best that has been published;—indeed we think the "Atlantic," unlike some of its cotemporaries, steadily improves. We have pleasure in calling attention to the Advertisement.

FINISHED.—Mr. Pickett concludes his first series of articles, in this number, on "Gradation and Course of Study for Schools." He has first subjected the plan to a partial test in some of the country schools, and with satisfactory results. This is the beginning of a movement which we hope will become general and uniform, and extend the substantial advantages of a graduated course of study to all our mixed country schools.

The Lecture on Pestalozzianism, also concluded in this number, is invaluable to any young teacher who has the intelligence to master its principles and the aptness to carry out its suggestions. The concluding remarks are all-important.

WAUPACA CO.—The "Scholars' Examination" for this county was to come off at Waupaca on the 3d of this month Representatives from the different schools of the county are to assemble for examination and to compete for prizes. We be-speak for all a pleasant and profitable time.

The County Association had a spirited session at Rural, April 5, and meets again at Waupaca, July 8. —— "A soldier" forcibly urges in the Waupaca *Spirit*, the benefits of the permanent establishment of a Normal School in that county. The spirit and progress in educational matters which characterize this frontier county are worthy of all praise and imitation. The only thing to be ashamed of is that her untiring Superintendent is not paid a better salary.

EXAMINATIONS.—From a number of letters received of late, we gather favorable indications of the result of the Spring Examination of Teachers. The standard of qualifications appears to be rising, and the number of "term certificates," or licenses, to be diminishing. "The necessity for granting them," says Mr. Alban, Supt. of Portage Co., "is fast passing away." If in this county, still more so we trust in older ones.

There is reason to believe that the present corps of County Superintendents is superior, as a whole, to the first set of incumbents. While the services and experience of several good men are lost by a change, others that were inefficient are succeeded by better men. We regret the necessity which calls several Superintendents from their work during the summer, but we trust the teachers who lose their visits will double their diligence, and work all the more faithfully, in the remembrance that they may do much to make the next generation virtuous, loyal and patriotic.

THE PORTRAIT.—The Portrait of Hon. J. L. Pickard, engraved for the American Journal of Education, as well as for presentation to himself and to his friends, will soon be completed, and promises to be a fine picture. To all who have subscribed towards it, large fine copies, suitable for framing, will be issued in due time. We take this opportunity to request those who are obtaining subscriptions to make returns soon; also, to say to say to Mr. Pickard's friends generally through the State, that the contribution of 50 cents towards the object will secure a copy.

NORMAL DEPARTMENT OF THE UNIVERSITY.

The Fall Term will open we learn, at the appointed time, unless it should be found expedient to delay a few days, in which case due notice will be given. Prof. Allen intends to be back at his post, and Miss Moody, as we understand, will remain. We hope to see a full attendance.

DELAY.—Besides a voluntary delay of a few days, as mentioned below, the enlistment of a pressman in the 40th Regt. and a pressure of work upon our printers has prevented us from issuing this number till ten days later than usual.

SUBSCRIBERS who may have paid to some one else but who receive in this number a reminder of indebtedness, will understand that the money has not been forwarded to us. Those upon whom we have to wait till past the end of the year we shall have to ask to send us 75 cents, and if they think that is too little, they may send the dollar.

THE FUTURE OF THE JOURNAL.

We have left our last form open till the last moment, and delayed publication several days, in order to announce, if possible, that the Journal would go on. This we are at present unable to do, except upon a basis different from that proposed last month in our Circular. Leaving out of the account a few remote new counties, from which we could expect little aid, we have favorable and decisive returns from some twelve or fifteen counties, or parts of counties, being about one-fourth of the whole, and embracing about one-third of the population and teachers of the State. From these counties or districts we have reasonable assurance, in the aggregate, of nearly 700 subscribers, which is their proportion of 2000. We hereby tender our acknowledgements and thanks to the Superintendents especially of Waupaca, Portage, Wood, St. Croix, Trempealeau, Adams, Sauk, Waushara, Milwaukee, Racine, Waukesha, Dane and Crawford counties, for encouraging responses; also, to all those teachers who have made some efforts in behalf of the Journal. What a little effort and zeal might do is seen in the fact that Waupaca county pledges 100 subscribers, quite as many or more than there are teachers employed at one time; that Wood county does equally well in proportion; and that all the teachers in Madison, and all at an Association in Oregon, (in Dr. Hooker's District) put down their names when asked.

We have concluded on the whole, to go on. Last month we proposed, in case we could secure a pledge before hand of a minimum of 1500 subscriptions, to send the JOURNAL to those counties which would do their part towards a subscription of 2000, for 88 cents. But as we have no promise at present of the minimum asked for, and are obliged to assume all the risk of a limited patronage, we must in all cases ask the dollar. We refer the reader to our Prospectus on the 2d page of the Cover.

☞ Our friends will readily see how important it is to us that they respond *at once*, in order that we may have some tolerable guide as to the number of copies of the July issue which it will be proper to print. We ask each old subscriber to renew, and the patronage of our friends the District Clerks.

NORTHWESTERN NORMAL INSTITUTE

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PHYSICAL EDUCATION,

Nos. 116 and 118 Randolph Street, Chicago., Illinois

(Incorporated 1864.)

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THIS INSTITUTION is designed to give a thorough preparation to teachers of the NEW OR LIGHT GYMNASTICS. Instruction will be given by a corps of competent teachers and lecturers: in the department of *Gymnastics*, by the Conductors; in *Anatomy*, *Physiology*, and Hygiene, by Professors in the Medical College of this city; in Vocal Culture, by Mr. E. M. Booth.

The First Session will begin on Wednesday, July 6th, 1864, and continue three months The *Full Course* of three months will qualify those who pursue it for professional teachers of gymnastics. The *Short Course* of one month will be chiefly devoted to such exercises as may be used in the school-room with immovable seats, and will qualify the teacher to conduct physical exercises in schools. A *Certificate* will be given to those who satisfactorily complete the Short Course; and the *Diploma* of the Institute to those who pass an examination on the Full course.

TERMS:—Full Course,	Gentlemen,	$50.00	Ladies	$40.00
Short Course,	"	25.00	"	20.00

The demand for teachers of gymnastics is great and growing. We are already receiving applications for the services of graduates of the coming session.

For Circulars, address the Conductors, Box 4404, Chicago.

A BOOK FOR EVERY TEACHER.

The Normal; or, Methods of Teaching the Common Branches, — Orthoepy, Orthography, Grammar, Geography, Arithmetic, and Elocution, including the Outlines, Technicalities, Explanations, Demonstrations, Definitions, and Methods, introductory and peculiar to each Branch. By ALFRED HOLBROOK, Principal of the South-West Normal School, Lebanon, Ohio. 456 pp., 12 mo. cloth.

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